



SEND Report 2019-20

What is the SEND Report?

This report gives an overview on how our school provides support for students with special educational needs and disabilities (SEND) and the impact of this work.

To find out more about the new SEND code of practice please refer to the '*SEND Code of Practice*' on the Department for Education website. Other key documents this report links to include;

- SEND Policy
- Admissions Policy
- Behaviour for Learning
- Attendance Policy
- Wakefield's Local offer - <http://wakefield.mylocaloffer.org/Home>

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Age range	11-16
SEN Governor	Lisa Dale

Our Approach

We are highly inclusive, passionate and dedicated to, ensuring that all our students meet their full potential by experiencing a high quality teaching and learning environment. In practice, this means we work hard ensure all students receive as broad and balanced curriculum, whilst providing individual support and targeted interventions as required. We are committed to providing an education that creates an ethos, environment and culture that is inclusive of all pupils and understanding of individual needs to ensure a fair and appropriate education is presented for students with Special Educational Needs and/or Disability. We recognise that there is a diversity of special needs including learning, health, social, emotional and physical and work to ensure all such needs are met. In order to create a fully inclusive school we aim to:

- Educate children and young people in a mainstream setting wherever possible
- Equally value all students
- Highlight that all teachers are teachers of students with Special Educational Needs and Disabilities
- Differentiated lessons so that all students have access to a broad, balanced and relevant curriculum that meets their needs
- Take into account the views of the student



- Work in partnership with parents/carers in promoting a supportive culture of co-operation
- Support the work of the Local Authority and external providers so that the student's full potential can be reached

In order to achieve these aims, we operate a WAVES system of support depending on a child's needs (see appendix) and whilst quality first teaching is at the forefront of everything we do, we do have flexibility in our curriculum to offer specific interventions where they are needed to support a child's development. These include a Literacy support programme for two lessons a week in KS3, which has a strong focus on the development of reading skills as we recognise this is one of the key barriers to students fully accessing the wider curriculum. This intervention is differentiated based on student's needs, to assess whether they require phonetic support with reading or whether there is a requirement to focus on comprehension skills. We also offer other interventions including Speech and Language Therapy, along with Risk and Resilience to support student's emotional literacy skills. Every child with SEND has a pen portrait which is shared with all key staff. The pen portrait is a single sided A4 document, which highlights the key strategies and adaptations teachers must have in place in lessons.

SEND Cohort Information

Criteria	Data
Total number of students on roll	971
% of students with EHCPs	1.75%
% of students identified as SEND support	5.76%
% of school population with SEND provision	7.52%

SEND by year group 2019-2020			
Year	SEND K	SEND E	Overall
7	7.46%	0.49%	7.96%
8	6.76%	1.45%	8.21%
9	5.39%	2.45%	7.84%
10	6.49%	0.54%	7.03%
11	2.30%	4.02%	6.32%

Destinations

- 100% of SEND E and SEND K have gone onto further education.
- There are no NEET SEND students.

Identification

- Additional transitional visits for students who have EHC Plans, with parents/carers to enhance parental engagement and support students with transitioning to Carleton High School
- Additional trust SENCo meetings to discuss transition from primary to secondary, including key students and key strategies
- We regularly discuss individual student performance and any barriers to learning. Through these conversations, students may be identified and evaluated for SEND needs



- Teachers can complete initial concerns form if they feel a student needs assessing for requires further support
- Termly update to the SEND register, including identifying any students who require adding to the list to access additional support
- Open Evening for Year 6 students to meet with key members of staff
- Coffee Mornings in school to offer parents, school and external agencies to collaborate and discuss external SEND support
- Termly SEND external agency drop in to discuss any students who may present with underlying SEND needs

Parental engagement

- Termly parent/carer Coffee Mornings are held which offer the opportunity to speak to key staff from the SEND department and external agency services
- Enhanced transition work with parents/carers, agencies and primary school staff to share crucial information and strategies through an enhanced programme of transition into secondary
- Parents/carers and students are integral to the review process for MSP and EHCP and are always represented and invited in line with the guidance.
- Student Liaison Officers work closely with students with MSP and EHCP and are a point of regular pastoral contact for students and parents/carers
- Students to be involved in extra-curricular activities that support the local and national charities.
- Parent consultation at parents evenings (at which the SENCo is present) and termly student progress reports
- Regular informal telephone conversations to discuss how students are doing in school and discuss any concerns raised by the teachers, where necessary.

Evaluation

- Student Voice used to evaluate how well SEND students are supported in lessons and around school
- Head of School breakfast used to discuss how well students are supported in lessons and around school
- Parents evenings are used as a way for the SEND department to communicate the progress that students make and the next steps in their learning journey
- Intervention impact for literacy interventions, such as Lexia, Accelerated Reader and Fresh Start.
- NEET figures and transition into further education, employment or training are shared for students with SEND

Training and Staff Development

We have a strong focus on quality teaching first, alongside a broad and balanced curriculum for SEND students. Through our weekly teacher CPD package we have covered in detail key topics on inclusion, differentiation, the effective implementation of pen portraits and the implementation of reasonable adjustments. Alongside this specific training sessions have been held in the following areas.

- Three ELSA trained specialists



- Ruth Miskin Literacy Intervention
- Lexia trained specialists
- Dyslexia
- Autism
- Deaf Awareness
- Epi-Pen
- Diabetes
- Touch typing
- Accelerated Reader
- Rainbow words
- Drawing and Talking
- Transition
- SALT Intervention

In addition to this we have a strong culture of collaboration across our Trust of schools and hold regular network meetings to share good practice.

Co-Curricular

We offer a broad co-curricular programme to all year groups and all student groups which covers sports, arts, academic achievement and practical skills. SEND students are well-represented in Enrichment across a range of activities

- Adequate and trained staff deployed on trips to manage and meet the requirements of risk assessments.
- Vulnerable and SEND students to be encouraged and invited to attend and take part in activities in the wider community.
- Parents/carers to be consulted prior to trips/activities and advise of any special arrangements.

Enhanced transition package

We recognise that transition can often be particularly difficult to pupils with additional needs. Therefore, we offer:

- Additional transitional visits for students who have EHCP plans with parents/carers to enhance student well-being.
- Additional transitional parental meetings to build positive relationships, share information on individual students, and enhance parental engagement.
- Trust SENCo meetings throughout the academic year to discuss transition from KS2 to KS3 and share information/strategies.
- Visits to feeder schools to meet with key staff to discuss successful strategies that can be deployed with SEND students prior to their progression to KS3.
- Open Evening for Year 6 students to speak with key members of staff to discuss inclusion, school provision and curriculum offer.
- Coffee Morning drop in prior to the summer holidays, in which EHCP parents can meet with key SEND staff in school to discuss their child.
- Students with EHCP plans have additional transitional visits to post 16 providers and colleges prior to them completing Year 11.



- EHCP students have additional careers meetings with external providers to allow them to have a more comprehensive transition package.
- EHCP students have additional support from form teachers in completing their UCAS College Applications.
- SENCo attends Primary School Year 6 Annual Review meetings, when invited, to offer parents an opportunity to discuss any questions around their transition.

Working collaboratively with external agencies and services

- The school works with numerous external agencies to make sure that SEND students get the best education possible. These include Educational Psychology Service, SENART, WESAIL, CIAT, SALT, SEMH and LSS.
- The school works closely with the local authority to make sure that there is a joined up approach in terms of supporting all SEND students in our care.
- These external agencies have regular drop in sessions throughout the year where parents can speak to them for advice and re-assurance regarding their child.
- These external agencies also deliver drop in sessions and CPD to staff throughout the year.

Supporting SEMH

- Students with SEMH difficulty have access to work with trained ELSAs in school to work on their Emotional Literacy Skills as required.
- External agency advice from professions such as: Future in Mind, Kooth Counselling, CAMHS and STAR Bereavement services.
- The Student Liaison Officers are a non-teaching pastoral team who work in conjunction with the DSL and DDSL to ensure on the ground support for students with SEMH difficulty.
- Where appropriate, risk assessments are made and shared with relevant staff to support severe SEMH difficulty and risk of self-harm.

Disabled Provision

- Staff receive relevant CPD on specific, individual student disability and medical conditions which are debilitating.
- Adaptations to the timetable and rooming where necessary to ensure accessibility in the building.
- PEEPS are in place in the event of an emergency which support the safe movement of disabled or injured students.
- Risk assessments are completed where appropriate and shared with relevant staff to ensure the safe movement of students with a disability around the building and facilities.

Complaints

- We are open and honest and will always try our best to rectify any issues that arise. We are keen to receive feedback and regular communication. Experience tells us that the earlier we can hear about problem, the quicker we can resolve or explain.
- If you have a concern regarding your child's educational needs, contact the school SENCo in the first instance and they will hopefully be able to resolve the situation.



- If the agreed outcome is not satisfactory then please refer to the complaints procedure on our website, or contact the Head of School's PA.