

Carleton High School

Special Educational Needs Information Report

SPRB Approval date	
Implementation Date	01/11/2021
Planned Review Date	01/11/2022 Updated 20/06/2022
Web Access	Internet
Owner	Deputy Headteacher Mrs Kelly Hodges SENCO

The Special Educational Needs and Disability Regulations 2014 require the school to publish certain information regarding our provision for pupils with SEN. We hope parents of current and prospective students find the following information helpful and we encourage all interested parties to contact the school for more information.

We provide for the following kinds of special educational needs (SEN):

We aim to provide for students under all 4 areas of need; Cognition and Learning; Communication and Interaction; Social Emotional and Mental Health and Sensory and Physical, as identified by the Code of Practice.

Our School works together to meet the needs of all staff supporting children with SEND through regular training opportunities and keeping up to date with relevant practices. We provide support and interventions for a range of SEN needs across the 4 areas of need stated in the Code of Practice.

Cognition and Learning	Communication and Interaction	Social, Emotional and Mental Health	Physical and Sensory
Fresh Start - Reading and phonics support	Speech and Language Therapy	Prosper - Risk and resilience	Fine/gross motor skills
Handwriting	Educational Welfare Office	EBSA	Sensory diet
Accelerated Reader	Talkabout intervention	ELSA	
Spelling		Educational Welfare Office	
Numeracy		Anxiety based support	
Working memory			

Please see attached Carleton High School: Provision Map for further detail on how these needs are met

We identify and assess pupils with SEN using the following methods:

The progress of all the students is reviewed every half term. The decision to proceed with extra support for children is based on a variety of factors;

- Termly Inclusion meeting discussions
- Liaison with the SENCO, class teachers and SLT
- Observations by class teachers and other members of staff including LSAs and SLOs
- Academic Assessments
- Pupil Progress tracking
- Teacher referral form
- Conversations with staff
- Parental concerns
- Identification through external agencies (Social Services, Healthcare, Occupational Therapist)

Students may be placed on the Code of Practice SEN register at different stages dependent of their need. Pupils can move through or be removed from the register at any time, based on their progress. The emphasis is on outcomes for students and the focus is on what is being offered from the school's own resources to respond to an identified need and to close the learning gap. The class teacher will oversee, plan and work with students with SEND within the class to ensure

progress is made within every area. The SENCO works closely with the class teachers and the SLT to oversee the support and progress of every child. Learning Support Assistants may also work with the students in class as part of a group or individually where appropriate and directed.

Students who are referred to the SEND department through teachers or external agencies will be reviewed and put on the Monitoring list if appropriate (prior to external validation of SEND need) and the student may be given a One Page Profile.

All students who have an EHCP or are SEN K are given a One Page Profile. This is our way of reviewing your child's needs, to help your child to progress. We may invite you to discuss starting a 'My Support Plan' if the reviews suggest we need to move through our graduated response. It may be decided that external support and guidance is required from outside agencies and these will be consulted through the 'My Support Plan' with your involvement. In instances where little impact is made, despite all possible interventions and support it may be required to proceed to an Education Health and Care Plan (EHCP). The progress of students with an EHCP is reviewed annually.

We evaluate the effectiveness of our SEN provision in the following ways:

School are required to identify school support as waves of provision – part of a graduated approach to meeting additional needs. Provision mapping shows how the whole school plans and supports this graduated approach. This SEN support takes the form of a four-part cycle (assess, plan, do, review) Through this cycle, actions are reviewed and refined as understanding of a student's needs and the support required to help them secure good outcomes increases. This is known as the graduated approach.

Inclusive Quality First Teaching underpins all learning at Wave 1 which is for all students including those with Special Educational Needs. Wave 2 Provision is 'additional to' and usually forms part of small group work interventions for 'some' students. Wave 3 Provision is 'different from' where interventions are on an individual basis. Intervention Provision is tracked regularly and termly inclusion meetings take place to discuss all SEND students' progress. The inclusion meetings involve the Deputy Headteacher, SENCO, Assistant SENCO, EWO, SLO, Intervention manager and LSA (if applicable).

Our arrangements for assessing and reviewing the progress of students with SEN are as follows:

SEND Inclusion meetings take place each half term involving the Deputy Headteacher, SENCO, Assistant SENCO, EWO, SLO, Intervention manager and LSA (if applicable). Here progress data, attendance and interventions are monitored and reviewed.

For all SEND students (K or EHCP) One Page Profiles are reviewed three times a year. In addition to this, students with an EHCP also have their EHCP targets reviewed and their progress is reviewed formally in the annual EHCP review meeting.

Our approach to teaching students with SEN includes:

The class teacher will oversee, plan and work with the students with SEN within their class to ensure progress is made within every area. This is referred to as Quality First Teaching (QFT) The SENCO works closely with class teachers and the SLT to oversee the support and progress of every student. Learning Support Assistants will also work with your child in class, as part of a group, or

individually where appropriate. We aim to provide a fully inclusive environment, however where necessary students will work outside of the classroom on a 1:1 basis or as part of a small group to address specific targets and outcomes through supervised interventions.

We work closely with outside agencies and implement strategies given to us to aid the progress of your child.

Please see attached Carleton High School: Provision Map.

We adapt the curriculum for students with SEN in the following ways:

We aim to provide a fully inclusive environment at Carleton High School. To provide for sensory and physical needs we have the following in place;

- Most of the school building and outside classrooms are wheelchair accessible.
- Disabled parking is available in the staff car park.
- The main school building has appropriate disabled changing and toilet facilities.
- There is a ramp to the reception and outside classroom doors.
- The school has an accessibility policy.
- There are radio aids throughout school.

We enable pupils with SEN to engage in the activities of the school, together with children who do not have SEN, in the following ways:

As part of our inclusive ethos we ensure students are able to take part on all school activities both inside and outside of school grounds. Risk assessment are put in place where needed, to ensure pupils are safe in sporting activities and on school trips. We work closely with outside agencies and other provisions to ensure we are able to transport students with SEN, and provide appropriate sporting equipment. The school is mostly wheelchair accessible, with ramps and lifts.

We work closely with Speech and Language Therapy and Educational Psychology Service on site to ensure that students are fully inclusive in the classroom learning and external activities.

The following emotional, mental and social support is available for pupils with SEN:

We have specialist staff members trained in Emotional Literacy, Risk and Resilience, Prosper and Speech and Language (social skills). Our Learning Support Assistants run morning interventions focussed on social support and speech and language.

We work closely with the Educational Psychology Service in order to provide the correct support.

The name of our SENCO: Mrs K Hodges (interim)

Staff members possessing expertise relating to SEN: Mrs A Hadfield – Specialist teacher of SEND

Expertise: Prosper - Risk and Resilience, Skills for Life, Emotional Based School Avoidance, Fresh Start, Lexia, ELSA – Emotional Literacy, Social Skills, Speech and Language.

In addition, we use the services of the following specialists:

We work closely in partnership with a variety of external agencies. These include:

- WISENDSS (Wakefield Inclusion Special Educational Needs and Disabilities Support Service)
- Educational Psychology Service
- Speech and Language Therapy
- Occupational Therapy
- School Nurse
- Children’s Therapy Services (Physio)
- Children and Adult Mental Health (CAMHS)
- Community Paediatrics
- Team Around School (TAS)
- Children’s Impairment Team (Teacher of the deaf)
- Early Help Hub
- Educational Improvement Teacher

Parents are consulted before students are referred to an outside service.

We currently possess the following equipment and facilities to assist our pupils with SEN:

Wheelchair accessibility is available throughout most of the school and disabled toilet facilities are accessible from the main building. Lift available to allow students to access Music lessons and Learning Support. We currently provide specialist seating and physiotherapy equipment in consultation with the Children’s Therapy Services.

Our arrangements for ensuring the involvement of parents of students with SEN are as follows:

Parents are invited to meet with class teachers through parent consultation evenings and are also able to meet with the SENCO at parent consultation evenings. Parents are also consulted at the point that students are placed on the SEN register or removed from the register.

One Page Profiles are written in consultation with students and reviewed three times a year with parents and students: term 2 (virtual meeting), term 4 (face-face parental consultation), term 6 (virtual meeting).

In addition, we hold additional parent meetings with students in year 6 to support their transition to secondary school and allow parents to have a tour of the school with the SENCO and their child to aid transition.

We hold an open door policy and parents are invited to make appointments the SENCO as often as they feel necessary.

Our arrangements regarding complaints from parents of pupils with SEN are as follows:

Parents are invited to follow the school’s complaint procedure. Parents are invited to discuss any concerns with the relevant member of staff, including the SENCO.

We work with the following bodies to ensure the best possible provision for our pupils with SEN:

We work closely in partnership with a variety of external agencies. The amount of provision provided depends on the needs of individual students, but can include the following;

- **WISENDSS (Wakefield Inclusion Special Educational Needs and Disabilities Support Service)**
 Planning meetings are held termly alongside the Education Psychology service. Observations of students can be completed, assessments and training for staff. The Learning Support Service have now moved across to be part of the WISENDSS Team, helping is to align our central advisory services to schools.
- **Educational Psychology Service (EPS)**
 Planning meetings are held termly alongside WISENDSS. This service will provide observations, assessments, reports and training.
- **Speech and Language Therapy (SALT)**
 The Speech and Language Therapy Service will work with individual students within school, carry out assessments and provide programmes of work to be completed throughout the year.
- **Visual/Hearing impairment support (SENSS)**
 Advisory teachers will attend meetings, write reports, observe students in classes and provide advice and training for staff to ensure needs are met.
- **The School Nurse**
 Available to consult with regarding any medical needs. They write health care plans in consultation with school and advice on risk assessments and toileting protocols.
- **Children and Adult Mental Health (CAMHS)**
 An advisory teacher attends annual planning meetings with the SENCO to provide training and advice to staff, work with groups of students or consult in referrals to CAMHS.
- **Children’s Therapy Services (OT and Physio)**
 School works closely with the hospital service to ensure staff are trained to deliver OT and Physio programmes provided.
- **Team Around the School (TAS)**
 A supportive process involving other agencies gain appropriate support for families to stop them reaching crisis point.

Parents of children with SEN may find the following support services helpful, in addition to Schools offerings:

- Wakefield Early Support, Advice, Information and Liaison Service (WESAIL) Provide advice and support to parents. Contact Number 01924 379015
- Castleford Early Help Hub – Offer a range of services for families and will intervene to help those who need support, at the earliest opportunity. Contact number 01977 722223

Our admission and transitional arrangements for pupils with SEN include:

We understand the preparation that needs to go into every new transition; moving up a year group, changing Key Stage or moving schools. With new arrivals we liaise with the previous school in order to prepare the support needed and tours of the school and meetings with the SEN team are available before their start date. Year 6 transition starts earlier in the year for SEN students, we liaise with the primary schools to enable us to gather as much information about the students. We speak to parents and primary schools and offer additional tours of the school, meetings with the SENCO and additional transition days if required to ease the transition to high school. This gives students the opportunity to meet peers, get to know the school and meet key members of staff.

We liaise closely with SENART (Wakefield’s Special Educational Needs Assessment and Review Team) to read and consult over new Education, Health and Care Plan admissions. If we are able to

meet your child's needs, we will outline what we are able to provide support all areas of need including medical needs.

We work closely with the SENSS Wakefield team who provide further transition support if needed.

Wakefield's Local Offer, explaining what is available on a Local Authority basis can be found using the following link: <http://wakefield.mylocaloffer.org>

Carleton High School: Provision Map

This provision map details support that is available to students based on their needs within school and recommendations from external agencies. Please note the provision available to individual students is bespoke and dependent upon their need and external agency guidance.

PROVISION	COGNITION AND LEARNING	COMMUNICATION AND INTERACTION	SOCIAL EMOTIONAL AND MENTAL HEALTH	SENSORY AND/OR PHYSICAL
TRANSITION	<ul style="list-style-type: none"> • SENCo available to discuss needs with parents/carers at open days. • SENCO meeting with year 6 teacher/ primary SENCO. • 1:1 tours available as required. • Initial SEND information gathered from parents and students through application process and develop a Pen Portrait, if required. • Liaise with education settings and request information from prior educational establishment/send information, as required. • Pre-visits arranged to new education setting, such as college, or arrange for staff to come to CHS to introduce themselves to students. • Liaison with external agencies regarding individual students, as required. • SEND transition visit(s) as required that are bespoke to individual needs. • Open evenings. • Arrangement of careers interviews to support students with their transition • Post 16 College visits. 			
Wave 1 High quality teaching and learning in the classroom for all students	<ul style="list-style-type: none"> • Whole staff training/CPD, as required. • Differentiation in all classrooms through: Planning / Resources / Task / Delivery / Outcome / Homework / Curriculum resources • Range of pedagogical approaches to support different learning styles. • Structured classroom routines. • Online resources available for accessing off site to support learning. 			

	<ul style="list-style-type: none"> • Regular assessment, tracking, review and reporting. • Small group intervention, revision and supplementary coursework sessions. • Consistent Behaviour for Learning at the heart of all lessons. • Opportunities, for individual, paired, small group and full class tasks and discussions within classrooms. • Wide range of support accessible: Teacher, Form Tutor, SLO, SENCo, Assistant SENCo, LSAs. • High level of positive praise. • Teacher support with revision and homework via SMHW and Google Classrooms. • Use of Bromcom to make teachers aware of students and their needs. • High expectations and challenge for all learners. • Clear learning focus and success criteria in all lessons. • Pastoral support from Student Liaison Officers (SLOs) and Form tutors. Access to a variety of options and choices at KS4. • Access to a wide variety of extra-curricular and enrichment activities • Access to additional after school ‘achieve’ sessions. • Regular data collection and analysis to identify early underachievement subgroups and individuals. • Spiritual, Moral, Social and Cultural development targeted assemblies and deeper learning days. • Meet and greet students on arrival to school, lessons and at the end of the day. • Staff supervision at unstructured/ social times. • Modifications to buildings e.g ramps/ lift access. 			
<p>Wave 2 Targeted support within the classroom and small group work</p>	<ul style="list-style-type: none"> • One Page profile shared with staff. • Regular check ins from a familiar adult to check understanding of task-ask 	<ul style="list-style-type: none"> • One Page Profile shared with staff. • Clear direction in group work, e.g. specify roles. 	<ul style="list-style-type: none"> • One Page Profile shared with staff. • Early exit pass if required. 	<ul style="list-style-type: none"> • One page Profile shared with staff • Access to the disabled toilet/ lift if required. • Consideration of seating position in lessons.

	<p>student to summarise or clarify an instruction.</p> <ul style="list-style-type: none"> Enhanced use of visuals to support students to achieve the success criteria e.g task planner as required. Chunked instructions using simple language and repetition of instructions. Range of methods used for students to demonstrate their knowledge (e.g. Laptop, peer discussion, LSA scribing, cloze passages). Access to a laptop in lessons for extended pieces of writing, as required. In class LSA support (targeted in Core Lessons as appropriate) 	<ul style="list-style-type: none"> Revisit specific vocabulary in lessons using SALT strategies as required. Enhanced use of visual timers and resources. Targeted 6 week intervention with 'Agreed Intervention Plan' and targets Life Skills through Project Based Learning. 	<ul style="list-style-type: none"> Pre-warn of changes where possible Not to question in front of class unless volunteers (if appropriate) Well-being check ins from SLO as required. Form tutor check ins. Targeted 6 week intervention with 'Agreed Intervention Plan' and targets ELSA and EBSA 	<ul style="list-style-type: none"> Hand-outs to be provided where appropriate. Toilet pass for medical reasons. Adaptions to PE curriculum, as required. Targeted 6 week intervention with 'Agreed Intervention Plan' and targets
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	<ul style="list-style-type: none"> • Differentiated curriculum/assessments. • Coloured overlays/ paper. • Additional teacher or LSA support in lesson, as required for regular prompts and check ins. • Writing frames to support. • Use of visuals to learning tasks, where possible (particularly maths). • Additional time to process and produce a verbal response to a question. Reduced class sizes for Y4 groups in core subjects. • Targeted 6 week intervention with 'Agreed Intervention Plan' and targets. • Intervention in Literacy, Numeracy and Working memory. 			
<p>Wave 3 Specific personalised intervention outside the Classroom (bespoke small groups or 1:1)</p>	<ul style="list-style-type: none"> • Literacy catch up programmes e.g. Lexia, Fresh start, the LIT programme. • Accelerated reader. 	<ul style="list-style-type: none"> • Skills for Life intervention package: Prosper Intervention, covering Risk and Resilience/social 	<ul style="list-style-type: none"> • Access to specialised equipment to support individual learning on consultation with appropriate external agencies. 	<ul style="list-style-type: none"> • Individual Health and Care Plan if appropriate. Occupational Therapy involvement . • SEND parent/carer coffee mornings • SENCO meet with parents at parents evenings.

	<ul style="list-style-type: none"> • SEND KS3 homework support club • Formal exam access arrangements. • Access to EPS, SALT, WISENDSS support as required. • Access to specialised equipment to support individual learning on consultation with appropriate external agencies. • SENCO support with option choices. • SENCO meet with parents at parents evenings. • Termly progress update to parents regarding interventions • Annual EHCP/MSP reviews • SEND parent/carers coffee mornings. 	<p>skills/Learning for Living.</p> <ul style="list-style-type: none"> • Talk about books. • Safe space. • SALT intervention: word webs, Black Sheep Press, Comic Strip Conversations • SEND parent/carers coffee mornings • SENCO meet with parents at parents evenings. • Termly progress update to parents regarding interventions • Annual EHCP/MSP reviews • Skills for life- Social skills baseline and review. 	<ul style="list-style-type: none"> • Skills for Life intervention package: Prosper Intervention, covering Risk and Resilience/Learning for Living. • EBSA intervention (guided by EPS) • Homunculi intervention (guided by EPS) CAMHS support. • Safe space. • Formal exam access arrangements. • Postcards home for additional praise • Check in time from SLO at break times, as required. • Bespoke, phased reintegration/ reduced timetable. 	<p>Termly progress update to parents regarding interventions</p> <ul style="list-style-type: none"> • Annual EHCP/MSP reviews • Education Welfare Officer • Skills for life- Social skills baseline and review.
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	<ul style="list-style-type: none"> Skills for life- Social skills baseline and review. 		<ul style="list-style-type: none"> Return to school plan as required. Access to alternative provision as required. Education Welfare Officer. SEND parent/carer coffee mornings SENCO meet with parents at parents evenings. Termly progress update to parents regarding interventions Annual EHCP/MSP reviews Skills for life- Social skills baseline and review. Police- safer schools partnership officer. 	
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