

SEND Information Report (SEND school offer)

The School's SEND information Report is part of the Worcestershire Local Offer for learners with Special Educational Needs and Disability (SEND). You can find Worcestershire's Local Offer by following the link here.

<http://www.worcestershire.gov.uk/sendlocaloffer>

All governing bodies have a legal duty to publish information on their website about the implementation of the governing body's or the proprietor's policy for pupils with SEND. This information is updated annually.

At Carnforth School we welcome your comments on our offer, so please do contact us. The people to contact are:

Head of School – Mrs N Sheeran-Ball

Inclusion Lead/Special Educational Needs Coordinator (SENCO) – Mrs L Montgomery

The SEN Governor: Gill Ellis

Our Approach to Teaching Learners with SEND

At Carnforth School we ensure that all pupils in our school are equally valued by having equal access to a broad and balanced curriculum which is differentiated to meet individual needs and abilities.

We have effective management systems and procedures for SEND, taking into account the current Code of Practice (2014).

We have successful communication between teachers, teaching assistants, children with SEND, parents, specialist support and outside agencies. We acknowledge and draw on parents' knowledge and expertise in relation to their own child. Children are encouraged to take an increasingly active role in their review cycle, in line with their readiness to do so.

We are committed to developing the knowledge and skills of all staff to manage the range of needs in the school, and to ensure that all support is of high quality. We have an effective review cycle that allows us to monitor, review and plan for next steps of development.

Identifying the Special Educational Needs of pupils

At different times in their school life, a child or young person may have a special educational need. The Code of Practice 2014 defines SEN as follows:

“A child or young person has SEN if they have a learning difficulty or disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”

Where pupils' progress is significantly slower than that of their peers, or fails to match their previous rate of progress, despite high quality teaching targeted at specific areas of difficulty, it may be that the child has SEND. Information will be gathered, including seeking the views of parents and the

pupil, as well as from teachers and assessments. Pupil progress meetings are held termly between Senior Leadership, class teachers and the SENDCo to review children's progress and determine key priority groups for intervention in the next half term.

Identification of SEND

The 'SEND Code of Practice' 2014 states that there are four main areas which cover Special Educational Needs. Children may have difficulties that fit clearly into these areas, however there may be children that have difficulties across two or more areas.

Behavioural difficulties do not necessarily mean that a young person has a SEND and should not automatically lead to a pupil being registered as having SEND.

There are 4 broad areas of SEND:

1. Communication and Interaction

A child may have a delay or disorder in one or more of the following:

- Attention/Interaction Skills
- Understanding/Receptive Language
- Speech/Expressive Language
- Autistic Spectrum Disorders

2. Cognition and Learning

A child may have a significant difficulty, delay or disorder affecting the skills needed for effective learning. This can include:

- Moderate Learning Difficulties
- Specific Learning Difficulties (including dyslexia, dyscalculia or dyspraxia).
- Memory and Reasoning
- Problem Solving and Concept Development Skills

3. Social, mental and emotional health

A child may have difficulties with their social and emotional development which may include:

- Depression
- Anxiety
- Attachment disorders

4. Sensory and/or physical

A child may have a medical or genetic condition that could impair their access to the curriculum without adaptation or consideration, which may include:

- Physical
- Medical
- Visual
- Hearing

If you have any concerns regarding your child's progress or well-being, then please speak firstly to your child's class teacher. Vicky Smith (SENDCO) is also available to discuss your concerns. Appointments can be arranged via the school office to discuss any concerns you may have.

Support for children with Special Educational Needs and Disabilities

If a learner is identified as having SEND, we will provide support that is 'additional to' or 'different from' the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching intended to overcome the barrier to their learning. This support is set out in the Local Authority document 'The Graduated Response', which can be found here

[Graduated Response \(SEND support in education provision\) | Worcestershire County Council](#)

When providing support that is 'additional to' or 'different from' we follow the 'Graduated Approach' for supporting children with SEND. Through the 'assess, plan, do review' cycle we ensure we are identifying the best way of ensuring we meet the needs of all of our learners.



Assess – this involves taking into consideration all the information from discussions with parents or carers, the child, the class teacher and assessments.

Plan – this stage identifies the barriers to learning intended outcomes and details what additional support will be provided to help overcome the barriers. Decisions will be recorded on an Individual Provision Map and will form the basis for termly review meetings, which could involve Parent/Teacher Consultations and Children/Staff conversations.

Do – providing the support for learning or learning aids in order for the child to make progress – as set out in the Individual Provision Map.

Review – involves measuring the impact of support provided and considering whether changes to that support need to be made. All of those involved – learner, their parents or carer, teacher and SENDCO – contribute to this review. This stage then informs the next cycle, if necessary.

This additional support, 'intervention' will be tailored to meet the child's needs, and will target the area of difficulty. This support may be provided in class or in another area of the school, on a 1:1 basis or as part of a small group of learners with similar needs. These 'interventions' may be run by a teacher or a trained teaching assistant. The support provided, and its impact in class, will be monitored closely and shared regularly with the child and with their parents or carers.

If throughout this process it is determined that a child has a Special Education Need (in consultation with parents), children will be placed on the schools SEND register and will receive SEN support. If a

child continues to require significant individualised support then an Education Health Care Plan (EHCP) may be requested. There are two levels of SEND:

- SEN support
- Educational Health and Care Plan (EHCP)

SEN Support

If a child is identified as having Special Educational Needs, you will be advised by the class teacher and invited to a meeting with the class teacher to agree targets. These targets will form part of an IPM (Individual Provision Map) and will include details of the intervention and arrangements needed to support participation and progress. IPMs are reviewed regularly and decisions made on how much progress has been made, what new targets are needed and what additional provision children need. Parents and children are fully involved in this process.

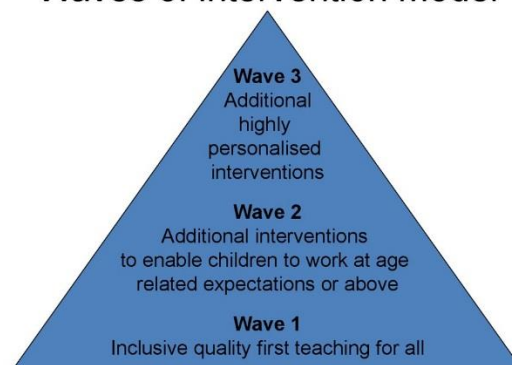
Education Health Care Plan (EHCP)

Some children are supported in mainstream schools with an EHCP (previously known as a Statement of Educational Needs). EHCPs give details of specific individual provision which may include a higher level of support and/or specialist intervention, which cannot reasonably be provided from resources already within school. EHCP/Statements are reviewed annually with parents.

Support for learners with SEND at Carnforth School

At Carnforth School we ensure that our teaching and learning for all pupils reflects the Local Authority's 'Graduated Response' document that describes the entitlement of all pupils no matter what school they attend across Worcestershire. The 'Waves of Intervention' model describes how different levels of intervention are used to support children at Carnforth School.

Waves of intervention model



Wave 1 is good quality, inclusive teaching which takes into account the learning needs of all the children in the classroom. This includes providing differentiated work and creating an inclusive learning environment.

Wave 2 outlines specific, additional and time-limited interventions provided for some children who are falling behind the age expected level. Wave 2 interventions are often targeted at a group of pupils with similar needs.

Wave 3 is targeted provision for a small percentage of children who either require a high level of additional support/specialised provision in order to address their needs or is for children who have been identified for an intervention designed to accelerate progress.

The following pages highlight the strategies, provision and interventions (at Waves 1, 2 and 3) that children receive at Carnforth School across the different areas of SEND.

Communication and Interaction		
Wave 1 (Quality inclusive teaching for all children)	Wave 2 (Specific, additional interventions for some children)	Wave 3 (Targeted support)
<ul style="list-style-type: none"> • Differentiated curriculum planning, activities, delivery and outcome. E.g. simplified language, short simple instructions. • Clear success criteria and learning outcomes displayed. • Increased visual aids/modelling. • Structured school and class routines. • Opportunities for talk (partnered/group). • Language Link – Receptive screening programme (Reception children only). • Access to talking tins and Ipads. • Use of a variety of different ways for pupils to respond in class other than oral responses to show their thinking. • Give cues/gesture/re phrase if instruction or concept is not understood. 	<ul style="list-style-type: none"> • In-class additional targeted teacher support • In-class additional teaching assistant support within class teaching • Pre-teaching of vocabulary and concepts • Opportunities for embedding learning • Additional intervention(s) discussed at Pupil progress meeting to address lack of progress/ barriers to learning • Complete internal SEND referral form. • Targets set for interventions and outcomes agreed with SLT, class teacher and teaching assistant providing intervention. • Targets shared with child • Additional use of visual and practical resources 	<ul style="list-style-type: none"> • Child placed on the Special Needs register • Parents informed of continuing needs and next steps for Special Needs support • Advice and support for the class teacher from the Inclusion Leader. • Individual Provision Map written with SMART targets (Specific, Measurable, Achievable, Realistic, Time) • Assessments, advice and recommendations from outside agencies: SALT, LST PRU. Targets on reports to feature on IPMs and be the focus for individual intervention. • SEND teacher, teaching assistants and Communication TAs provide interventions (one to one and small group support) for reading, reading comprehension, spelling and maths

<ul style="list-style-type: none"> • Extend vocabulary through categorising. • Use of ICT to record. • Emotions boards/ key rings, fans. • Learning walls. 	<ul style="list-style-type: none"> • Impact of intervention measured • Carefully monitor pupil progress. 	<ul style="list-style-type: none"> • Impact of intervention measured by SLT • Regular review of provision with parents, class teacher, specialist teacher involved agencies. • Additional use of special needs, visual and practical resources • Annual review for pupils with a statement of SEN/ Education and Health Care Plan • Views of families and child/ young person reflected in IPM
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Cognition and Learning		
Wave 1 (Quality inclusive teaching for all children)	Wave 2 (Specific, additional interventions for some children)	Wave 3 (Targeted support)
<ul style="list-style-type: none"> • Differentiated curriculum planning, activities, delivery and outcome. • Increased visual aids/modelling Including sensory approaches. • Use of practical and real life examples Visual timetables. • Use of writing frames • Working walls • Read Write Inc programme. • Access to a range of concrete apparatus (eg Numicom, Base 10). 	<ul style="list-style-type: none"> • Visual timetables and cues • Early years: Language Link screening for all Reception aged children • Further screening of older pupils who continue to have speech and communication barriers. Interventions for identified pupils • Social speaking Intervention groups • Individual working station • Training and deployment of 	<ul style="list-style-type: none"> • Child placed on the Special Needs register • Parents informed of continuing needs and next steps for Special Needs support • Assessments, advice and recommendations from outside agencies • Advice & support for the class teacher from the Special Educational Needs Coordinator (SENCo) • Individual Provision Map written with SMART targets (Specific, Measurable,

<ul style="list-style-type: none"> • Use of equipment such as number squares/number lines. • Build on and consolidate understanding of basic concepts. • Whole class/small group teaching. 	<p>Communication Teaching Assistants</p>	<p>Achievable, Realistic, Time)</p> <ul style="list-style-type: none"> • Specialist teacher (Specific Learning difficulties) interventions (one to one & small group support) for reading, reading comprehension, spelling and maths • Impact of intervention measured • Review of provision with parents, class teacher, specialist teacher & involved agencies at least termly • Additional use of special needs visual and practical resources • Involvement of Outside agencies: Pupil Referral Unit • One to one provision by Special Needs teaching assistants for some pupils with a statement of special educational need/ EHCP or behavioural needs. • Annual review for pupils with a statement of SEN/ Education Health & Care Plan • Views of families and child/ young person reflected in IPM
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Social, Emotional, Mental Health		
<p>Wave 1 (Quality inclusive teaching for all children)</p>	<p>Wave 2 (Specific, additional interventions for some children)</p>	<p>Wave 3 (Targeted support)</p>

<ul style="list-style-type: none"> • Whole school behaviour policy. • Whole school/class rules including zone boards, stickers • Class/School reward systems including house points. • Calm areas within the classroom. • PSHE – Circle times • Emotions boards/ key rings, fans (depending on age of child). • Different activities/ areas available during lunchtimes supported by Pastoral assistants. 	<ul style="list-style-type: none"> • Individual reward charts • Monitoring by Class Teacher • Prompt and reminder cards • Home/school diary • Time out • Individual working station • Social skills programme • Self-esteem programme • Anger management programme 	<ul style="list-style-type: none"> • Behaviour interventions led by 1 to 1 TA • Buddy support • Behaviour Support Service- advice, recommendations, work with parents/carers • Parenting Courses • Educational Psychologist- assessment, advice & recommendations • Child And Mental Health Service (CAMHS)- assessment, advice & recommendations
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Sensory and/or Physical		
Wave 1 (Quality inclusive teaching for all children)	Wave 2 (Specific, additional interventions for some children)	Wave 3 (Targeted support)
<ul style="list-style-type: none"> • Adaptations to school site as required to increase accessibility such as lift, chair lift and fluorescent edging on edge of steps. • ICT is used to increase access to the curriculum where appropriate. • Finger gym activities • Jimbo Fun. • Alternative ways of recording – including flow charts, mind mapping, use of ICT. • Variety of writing equipment in each classroom e.g. rulers, pencils, scissors, pens, pencil 	<ul style="list-style-type: none"> • Involvement of Sensory Support Service. • Advice/recommendations from school nursing team/ medical team/ sensory support team. • Health Care plan /Risk assessment in place. • Training for named staff for administration of medication. • Staff follow recommendations from medical team. 	<ul style="list-style-type: none"> • Involvement of outside services for advice and recommendations: school nurse, GP, Paediatrician, occupational therapist, Hearing /Visual Impairment team etc.

<p>grips, writing slope/A4 file.</p> <ul style="list-style-type: none"> • Use of Sassoon Infant or comic sans text. • Use of coloured background especially when using the whiteboard (making sure it is not white to prevent glare). 		
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How will the teaching be adapted for learners with SEND?

Teachers are skilled at adapting teaching to meet the diverse range of needs in each class. Learning is planned so that it is matched to each child's stage and level of development, Daily planning takes into account individual pupils' needs and requirements. Matched Learning is approached in a range of ways to support access and ensure that all pupils can experience success and challenge in their learning with increasing independence. Grouping arrangements are organised flexibly with opportunities for both ability and mixed setting to maximise learning opportunities for all and to provide good role models.

Additional adults are used flexibly to help groups and individual pupils with a long term goal of developing independent learning skills. Monitoring takes place to avoid pupils becoming over reliant and dependent on this adult support.

National Award for SEN Coordination

The SENCo (Mrs Vicky Smith) is a fully qualified teacher and has completed the National Award for SEN Coordination.

Speech and Language

Carnforth School have a Service Level Agreement (SLA) with the Speech and Language Service. This means that a dedicated Speech and Language therapist works in school for one afternoon a week. She works alongside staff supporting their knowledge and implementation of interventions, and also with children.

The Balanced System





We are an accredited school for The Balanced System. This is a whole school approach to improving outcomes for children and young people across a range of speech, language and communication needs.

Communication TAs

We have nominated a teaching assistant, Lucy Guilding to become our lead' Communication TA' within school. She attends termly training to support the development of SLCN and plays a vital role in sharing current and up to date initiatives with members of staff.

An on-going programme of training is in place to ensure that teachers and support staff have appropriate skills and knowledge in areas that will improve their teaching and support of children with SEND. The SENDCo actively engages with local opportunities to share best practice and keep abreast of current local and national initiatives and policy to support pupils with SEND.

Involving Parents

Parents will be invited to attend meetings to discuss their child's progress. These meetings will give you the opportunity to contribute to your child's IPM and discuss the progress towards targets. If it is felt that a referral to an outside agency is required to support your child's need, we will discuss this with you before making a referral. Outside agencies will observe and work alongside your child in school and then report on any additional strategies and support that can be implemented. A copy of this report will be sent home and discussed with you.

Copies of your child's IPM will be sent home regularly detailing their targets and the support and strategies being used within school to enable them to achieve their next steps.

Involving pupils in their learning

Children who require additional support will have an IPM. Class teachers discuss with children their targets and the provision that will allow the targets to be achieved. Children are encouraged to take an active role in their learning and access a wide range of resources to support their learning.

Following Pupil Progress Meetings, children have the opportunity to discuss their views on their learning. Children are encouraged to identify what they are good at, and any areas where they feel

they still need support. During Annual Reviews of Education Health Care Plans, children are asked to contribute about their learning and school experiences.

Assessing the Impact of Intervention

The interventions used will be those that are proven to make a difference for most learners. A baseline assessment will take place at the beginning of an intervention, this will provide the point of reference for measuring progress made by a child and an expected outcome set. Regular reviews will take place to ensure that the intervention is having the intended effect. Should progress be less than anticipated, consideration will be given to adapting the frequency and/or intensity.

The progress of all learners is continually monitored by the class teacher. Progress is reviewed formally every term in reading, writing and numeracy during pupil progress meetings.

In EYFS children's progress is tracked using the 'Learning outcomes' and then assessed at the end of Reception against the Early Learning Goals. Children who require additional support are monitored using the 'Worcestershire Early Support' documents. Children are assessed using Language Link as they enter Reception class and then retested at the end of the year, and their progress measured. At the end of each key stage (i.e. at the end of year 2 and year 6), all children are required to be formally assessed using Standard Assessment Tests (SATs).

Regular book scrutinies, lesson observations and learning walks will be carried out by the SENCo and other members of the Senior Management Team to ensure that the needs of **all** children are met and that the quality of teaching and learning is high

IPMs are reviewed regularly by the class teacher, SENCo and parents. This is an ongoing process throughout the academic year.

Where a child has an Education, Health and Care plan (EHCP), there will be an annual review held in addition to the termly review meetings, taking into account the views of the child, their parent or carer, and all other professionals involved with the child.

Supporting emotional and social development including learners overall wellbeing

All staff at Carnforth School appreciate the importance of young people having high self-esteem and other appropriate social and emotional skills. Children need to achieve positive wellbeing to be in a position to maximise learning opportunities. A child's wellbeing is supported at different levels and in a variety of ways:

- Rainbow points will be rewarded to children who make good choices in learning and behaviour
- Certificates each week during our celebration assembly when children are rewarded for showing resilience and achievement. These are displayed on the board for everyone to see.
- Stickers for outstanding attitude to learning, acts of kindness, civility or helpfulness within the school and the local community.
- Restorative approach to dealing with conflict and resolution.
- PSHE/circle times
- Play Therapy

- Friendship groups
- Mindfulness
- School council – each member of the school council is an ambassador and responsible for different areas including communication, e-safety, and friendship.
- Zone boards – Each class has a zone board which children ‘move’ between the different areas.
- Praise assemblies
- Support from BST

Behaviour

As a school we have a very positive approach to all types of behaviour with a clear reward system that is followed by all staff and pupils. If a child has behavioural difficulties a Pastoral Support Plan (PSP) is written alongside the child and parents to identify the specific issues, put relevant support in place and set targets.

The Restorative Approach: At Carnforth School, incidences of negative behaviour are dealt with in a fair, respectful and appropriate way, with the key focus on individuals taking responsibility for their behaviour, repairing any harm done, rebuilding and restoring relationships. The key principle when dealing with issues is to give all the people involved a chance to have their say and become actively involved in the process. All members of staff and children know that issues will be dealt with fairly with a ‘no blame’ approach.

For pupils with medical needs:

- A detailed Care Plan, compiled with support from the school nurse in consultation with parents/guardians may be written. These are discussed with all staff who are involved with the child.
- Staff may receive specialist training delivered by the school nurse.

Attendance and punctuality

Attendance of every child is closely monitored by the Senior Leadership Team (SLT) and Melissa Matthews (Education Welfare Officer).

Attendance and punctuality are actively encouraged throughout the school and rewarded on a regular basis (***see attendance policy***).

Roles and Responsibilities

<p>Class teachers</p>	<p>Each class teacher is responsible for: Adapting and refining the curriculum to respond to strengths and needs of all pupils.</p> <p>Checking on the progress of your child and identifying, planning and delivery of any additional support.</p> <p>Contributing to devising personalised learning plans to prioritise and focus on the next steps required for your child to improve learning.</p> <p>Applying the school's SEND policy.</p>
<p>SENDCo Vicky Smith</p>	<p>The school's SENDCo is responsible for: Coordinating provision for children with SEND and developing the school's SEND policy.</p> <p>Ensuring that parents are: Involved in supporting their child's learning and access. Kept informed about the range and level of support offered to their child. Included in reviewing how their child is doing. Consulted about planning successful movement (transition) to a new class or school.</p> <p>Liaising with a range of agencies outside of school who can offer advice and support to help pupils overcome any difficulties.</p> <p>Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs.</p>
<p>Head of School: Mrs N Sheeran-Ball</p>	<p>She is responsible for: The day to day management of all aspects of the school, including the provision made for pupils with SEND.</p>
<p>SEN Governor: Gill Ellis</p>	<p>Is responsible for: Supporting school to evaluate and develop quality and impact of provision for pupils with SEND across the school.</p>

Working with outside agencies

Where difficulties persist despite high quality interventions and appropriate adjustments, advice and support may be requested from other professionals, with the parent's consent. Carnforth School works in a collaborative partnership with many different agencies. This means that your child may receive specialist and targeted support to meet their needs both in and out of school. The class teacher and/or SENDCo will discuss this with you and will gain your consent before any referrals are made.

Listed below are some of the outside agencies with whom we work collaboratively:

Worcester Special Educational Needs Team, Child and Adolescent Mental Health Service (CAMHS), Visual Impairment Service, Educational Psychologists (EPs), Hearing Impairment Service, Speech and Language Team (SALT), Behaviour Support Team (BST), Learning Support Team (LST), CCN Team, Physiotherapist, Occupational Therapist (OT), Pediatricians, School Nurse, Family Support Worker.

Educational Psychologist – Amy Sweet

The Educational Psychologist regularly visits Carnforth School to provide support that includes:

- Observing pupils in the classroom environment
- Assessing children dependent on their individual needs
- Discussions with parents
- Discussions with class teacher to provide and support the implementation of additional strategies/provision.

Learning Support Team – Karen Lyndley

LST regularly visit Carnforth School and provide support that includes:

- assessing and working with pupils to provide personalised provision (reading, writing, maths)
- providing advice and recommendations for class teachers to implement
- delivering staff training

Speech and Language Therapy – Hannah Lewis & Megan David

The Speech and Language team visit Carnforth School (once a week) to provide a wide range of support that includes:

- Observing pupils in the classroom environment
- Assessing pupils individual communication needs and supplying school / home with an individual SALT plan identifying targets to be worked towards
- Providing advice, games and activities for school / or home to work on with the children
- Staff training
- Delivering parents workshops

Behaviour Support Team (BST) – Wendy Allen

BST support Carnforth School in a range of ways that include:

- observing individual pupils and providing additional strategies to implement within class.
- recommend additional interventions that could take place

- deliver direct teaching/interventions with children, this can include targeted work around transition, classroom skills, emotional regulation and protective behaviours.

Preparing for Transition for SEND Learners

Transition is a part of life for all learners, whether that involves moving to a new class or moving to a new school. We recognise that transition is an important time for all children, but especially so for a child with SEND. Consequently, we work closely with parents, children and staff to ensure these transitions run as smoothly as possible.

When entering EYFS

- Parents are offered home visits from EYFS staff
- Learning journeys are shared between settings to build on children's prior learning.
- Extra transition can be arranged in required.

When Transferring from KS1 to KS2:

- During the Summer term a timetable of visits and class swaps allows all children to meet their new teacher and spend time in their new classroom.
- When required children create 'passports' and 'photo books' take home over the summer to remind them of their new classroom and teacher.

When moving to another school:

- We will contact the School SENCO and share information about special arrangements and support that has been made to help your child achieve their learning goals
- We will ensure that all records are passed on as soon as possible
- When required, children create their own passports for their new teacher telling them about themselves.
- Transition groups such as 'Moving on up' are arranged and run by the Behaviour Support team for children who have additional concerns about moving to high school.

On some cases additional multi-agency meetings may be arranged to create a more detailed "transition" plan which may include more visits to the new school and/or additional visits from the new school.

Concerns

If you feel that the School's offer is not being delivered or is not meeting your child's needs, your first point of contact should be the class teacher to share your concerns. You may also consider contacting the SENCO Vicky Smith, the Head Teacher Sara Wood or the Principal Emma Pritchard.

Carnforth School's Information report for SEND has been written with close regard to the following:

- SEND Policy

- Inclusion Policy
- Behaviour Policy
- Anti-Bullying Policy
- Safeguarding Policy
- Equal Opportunities Policy
- School Accessibility Plan
- Attendance Policy
- Admissions Policy

All policies can be found on the schools website:



If you require impartial matters relating to children and needs and/or disabilities (SEND)



information, advice and support on young people with special educational please contact SENDIASS.