



CARNFORTH SCHOOL

SEND SCHOOL INFORMATION

REPORT

2026-2027

Carnforth Drive, Worcester, WR4 9HG

Telephone number: 01905 701099

Email: office@carnforthschool.org

Trust CEO: Miss Emma Pritchard

Headteacher: Mr Paul Prigg

SENDCo: Mrs V Smith & Mrs S Williams

Governor with responsibility for SEND: Gill Ellis

CONTENTS

Carnforth School's SEND information report provides information for parents/carers and pupils about how we support children with SEND. We aim to answer the following questions, however if you require further information, please do not hesitate to contact school directly:

1. What is our approach to teaching learners with SEND?
2. What should I do if I think my child may have Special Educational Needs?
3. How does the school identify SEND?
4. What level of support will my child receive?
5. What support is available for children at Carnforth School?
6. How is extra support allocated to children?
7. Who will support my child's progress?
8. Which outside agencies do you work with?
9. How will teaching be adapted for children with SEND?
10. Accessibility and equality act
11. How will I know my child is making progress?
12. How are parents and pupils involved in learning?
13. How will you support my child's mental health and wellbeing?
14. How will my child be included in all aspects of school life?
15. What happens when my child leaves Carnforth?
16. What do I do if I have concerns?
17. Further information
18. Glossary of terms

1. Our Approach to Teaching Learners with SEND

Carnforth School is a mainstream primary school that is committed to providing a high-quality education to all children. We believe that all children, including those identified as having Special Educational Needs and Disabilities (SEND) have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life. We believe that all children should be equally valued in school.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including academic strengths and weaknesses, emotional wellbeing, family circumstances, age and maturity. We believe that many pupils, at some time in their school career, may experience difficulties which could affect their learning, and we recognise that these may be long or short term.

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.

At Carnforth School, we aim to identify these needs as they arise and provide adaptations to teaching and learning contexts which enable every child to achieve to his or her full potential.

All teachers are teachers of pupils with SEND and as such provide Quality First Teaching which takes into account the individual needs of pupils with SEND within the classroom.

Carnforth's School Information Report (SIR) is written in accordance with Worcestershire's Local offer and 'The Graduated Response'. This can be found at:

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

2. What should I do if I think my child may have Special Educational Needs?

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 think your child may have a special educational need and requires additional support please discuss your concerns with the class teacher in the first instance or contact Mrs Vicky Smith vsmith@carforthschool.org Appointments can also be arranged via the school office to discuss any concerns you may have 01905 701099.

3. How does the school identify SEND?

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.”**

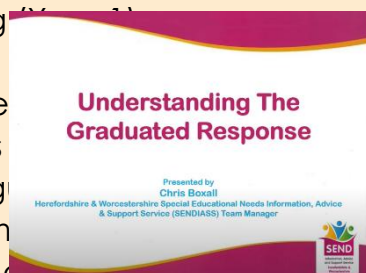
Children are identified as having SEND when their progress has slowed or stopped and children are working below what is typical for their age. This can be identified through a variety of ways including:

- concerns raised by parents/carers, teachers or the child
- through observations
- liaison with previous school or setting
- limited progress being made and performance below age expected levels
- health diagnosis
- liaison with external agencies and professionals
- termly progress meetings and progress tracking by class teachers and SENDCo
- identification of difficulties through assessments and screening tools (e.g. Language Link)

***See our School SEND policy for further information.**

Carnforth School use the following assessment tools in

- Word Aware Concept Screening
- Language Link
- Speech sound screening
- EYFS profile/Early Support Documents from EYFS Inclusion Team
- RWI phonics assessment
- Phonics screening
- SATs
- Teacher Assessment
- NFER assessments
- Speech and Language
- Cognitive Assessment
- Specific Learning Difficulties (SLD)
- Times tables assessment
- Accelerated reader
- Tracking of reading fluency
- Listening rating scale
- Spelling assessments
- Vanderbilt questionnaires/Umbrella questionnaires



order to best support children and identify any potential special educational needs:

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.

4. What level of support will my child receive?

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 is known as the Graduated Response.

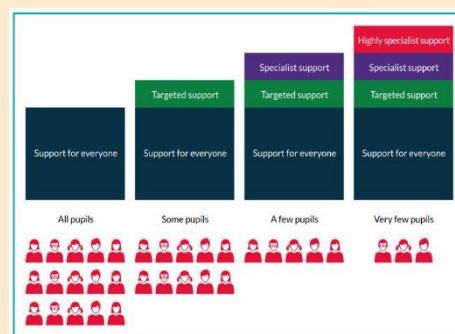
Carnforth School follow the 'Graduated Approach' for supporting children with SEND. Through the 'assess, plan, do review' cycle we ensure we are identifying the best way of meeting the needs of all of our learners to allow for adequate progress to be made.

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 a learning plan 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 learning plan.

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 SENCO – contribute to this review. This stage then informs the next cycle, if necessary.



If throughout his process it is determined that a child has a Special Education Need (in consultation with parents), children will be placed on the SEND register and will receive SEN support. If a child continues to require significant individualise support then an Education Health Care Plan may be requested. There are two levels of SEND:

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

SEN Support

The SEN Support for each child will be different because it is designed to meet the needs of that particular child. 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 a learning plan and will include details of the intervention and arrangements needed to support participation and progress. Learning plans are reviewed regularly and decisions made on how much progress has been

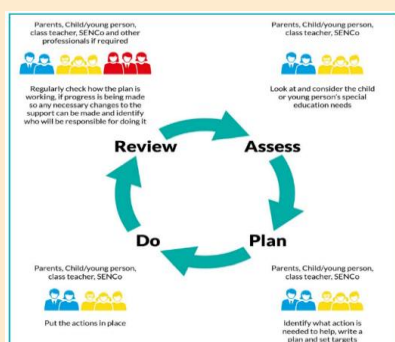
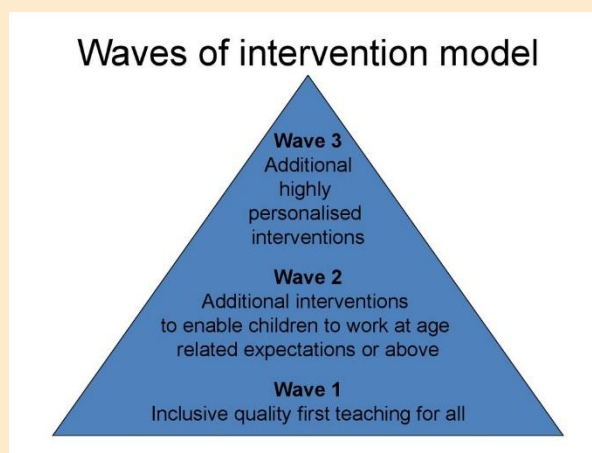
made, what new targets are needed and what additional provision children need. Parents and children are fully involved in this process.

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. EHCPs are reviewed annually with parents. Further information about EHCPs can be found in the SEND policy. Watch this short video to find out more about EHCPs. If a school needs to apply for a statutory EHC needs assessment, they need to provide at least two terms of active, documented Assess Plan Do Review evidence.

5. What support is available for children 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.



Wave 1 is good quality, inclusive teaching which takes into account the learning needs of all the children in the classroom. This includes providing matched learning 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 level of support your child receives will depend on their needs. The SENCo offers 'drop in sessions' to all parents of children receiving additional support. Teachers formally review progress three times a year during parents' meetings. During this meeting we will discuss the support your child has received in the current term and whether they will need continued support in the following terms. Your child's learning plan will be shared with you and you will be encouraged to become actively involved in the review process.

The SENCo and SLT will closely monitor all provision and progress of any child requiring additional support across the school. The class teacher will oversee, plan and work with each child with SEND in their class to ensure continual progress. At Carnforth School, Teaching Assistants (TAs) work within the classrooms to support individual children and/or small groups

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)
Matched curriculum planning, activities, delivery and outcome. E.g. simplified language, short simple instructions. Increased visual aids/modelling. Structured school and class routines. Opportunities for talk (partnered/group). 'My turn, your turn.' Language Link – Receptive screening programme (Reception, Year 3 children & children on SEN register of concern). Access to I pads and 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.	Individual Provision Maps SLCN pathway Speech and Language intervention groups (seeking guidance and support from Speech and Language therapists) 'Language Link 'intervention 'Listening skills' interventions delivered by specialist speech and language TA. Pre –teaching of specific topic vocabulary Individual timetable/ now and next board Task management boards Communicating Print symbols for specific topic based vocabulary	1:1 speech and language support Individualised workstations EHCP, if required SALT support to implement recommendations and advice SLCN pathway



Working walls. Extend vocabulary through categorising. Teaching children to listen visuals. Word Aware No Pens Wednesday events with focus on speaking and listening.		
--	--	--

Cognition and Learning		
Wave 1 (Quality inclusive teaching for all children)	Wave 2 (Specific, additional interventions for some children)	Wave 3 (Targeted support)
Matched curriculum planning, activities, delivery and outcome. Matched Learning Effective feedback Increased visual aids/modelling including Widget Multi-sensory approaches Use of practical and real-life examples Visual timetables Pre-teaching of specific concepts/vocabulary Use of writing frames	Read Write Inc programme Word Aware Colour overlays Writing slopes Teaching assistants to support reading/phonics/communication skills Also: Maths interventions Learning plans	Highly adapted/personalised curriculum for children who have an EHCP Educational Psychologist support and guidance Social Stories LST support and guidance 1:1 support Application for an Education Health Care Plan 1:1 support for phonics



Key vocabulary lists/word mats Additional thinking time Use of ICT programmes –Oxford Owl Flipped Learning Working walls Read Write Inc programme Word Aware Access to a range of concrete apparatus e.g. Numicon Use of number squares and number lines Build on and consolidate basic concepts Whole class and small group teaching Use of individualised teaching approaches according to need		Support from Educational Psychologist – cognitive ability assessments Dyslexia pathway
---	--	--



Social, Emotional, Mental Health		
Wave 1 (Quality inclusive teaching for all children)	Wave 2 (Specific, additional interventions for some children)	Wave 3 (Targeted support)
Whole school behaviour policy. Whole school/class rules including stickers Class/School reward systems including house points. Calm areas within the classroom. PSHE – Circle times Emotions boards/ fans (depending on age of child). Different activities/ areas available during lunchtimes supported Play leaders OPAL. Restorative approach to dealing with behaviours and solutions Growth mindset- whole school approach Anti-bullying week Attachment training for staff Emotion coaching	'Calm boxes' Friendship groups 'Catch me charts' Additional 'Transition' for Yr 6 pupils moving to high school ABC Behaviour Logs / Charts Social Skills Intervention Social stories Individual Provision Maps Pastoral Support Plan (PSP) 'Check ins' Pastoral support in the Nook when required	Play therapy Social stories 'Calming area' 1:1 support Referral to CAMHS (Child and Adolescent Mental Health Services) Support from BST (Behaviour Support Team) Support from Educational Psychologist Application for an Educational Health Care Plan

Sensory and/or Physical



Wave 1 (Quality inclusive teaching for all children)	Wave 2 (Specific, additional interventions for some children)	Wave 3 (Targeted support)
ICT is used to increase access to the curriculum where appropriate. Wide range of sports activities (including cricket and swimming) Handwriting 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 grips, writing slope/A4 file Use of Century Gothic, Sassoon Infant or Comic Sans text. Use of coloured background especially when using the whiteboard (making sure it is not white to prevent glare)	Jimbo Fun Box Children have access to writing slopes A variety of different types of pencil grips are provided Move and sit cushions Access to particular equipment such as easi-grip scissors, fidget aids, pencil grips, move n sit cushions, sound field hearing system as recommended by specialists Individual Provision Map Dyspraxia pathway	Physiotherapy programmes followed when recommended Occupational Therapist support and recommendations implemented and support provided within school 1:1 support (as required) Individual support for toileting (as appropriate, and intimate care plans) Modified equipment as recommended by specialists Application for an Educational Health Care Plan Support from Educational Psychologists Implementation of sensory diets

6. How is extra support allocated to children?

Schools have an amount identified within their overall budget, called the notional SEN budget. This is not a ring-fenced amount, and it is for the school to provide high quality appropriate support from the whole of its budget.

The school budget, includes money for supporting children with SEND. The Head Teacher decides on the deployment of resources for Special Educational Needs and



Disabilities, in consultation with the school governors on the basis of needs in the school. The Head Teacher and the SENDCo discuss all the information they have about SEND in the school, including:

- the children getting extra support already,
- the children needing extra support,
- the children who have been identified as not making as much progress as would be expected.

From this information, they decide what resources/training and support is needed.

The school identifies the needs of SEN pupils on a provision map. This identifies all support given within school and is reviewed regularly and changes made as needed, so that the needs of children are met, and resources are deployed as effectively as possible.

Children with an EHCP and in receipt of 'top-up' funding have a costed provision map in order to detail how this funding has been spent and to evaluate the impact of the interventions.

7. Who will help my child to make progress?

Detailed roles and responsibilities can be found in the SEND policy.

Class teachers	Each class teacher is responsible for: Adapting and refining the curriculum to respond to strengths and needs of all pupils. Checking on the progress of your child and identifying, planning and delivery of any additional support. Contributing to devising personalised learning plans to prioritise and focus on the next steps required for your child to improve learning. Applying the school's SEND policy.
SENDCo: Vicky Smith	The school's SENDCo is responsible for: Coordinating provision for children with SEND and developing the school's SEND policy. 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. Liaising with a range of agencies outside of school who can offer advice and support to help pupils overcome any difficulties.



	Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs.
Headteacher: Mr Paul Prigg	He is responsible for: The day to day management of all aspects of the school, including the provision made for pupils with SEND.
SEN Governor: Gill Ellis	Is responsible for: Supporting school to evaluate and develop quality and impact of provision for pupils with SEND across the school.

8. 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.

We hold regular (on a termly basis) meetings with Outside agencies to monitor the support put in place, review the progress that has been made and make any changes to the provision already in place.

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 – Dr 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 – Sarah Soley

LST 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 – Charlotte Deykin & Megan David

The Speech and Language team visit Carnforth School (once a fortnight) 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) – Heidi Briggs

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.



Child and Adolescent Mental Health Service (CAMHS) and WEST

A wide range of health professionals who can support children where there are concerns about their emotional well-being and mental health. They can also work with their families and carers.

Hearing Impairment and Visual Impairment Team

The HI/VI teacher can provide support, advice and direct teaching (when required). They will work closely with schools and provide training in order to ensure pupils with a hearing/visual impairment have the appropriate resources and support needed to enable full access to learning.

Occupational Therapy (OT)

Occupational therapists help to reduce a child's difficulties and improve their ability to learn, socialise and play. They support class teachers to find ways to overcome any problems they experience when participating in day to day activities. They will work closely with the child, parents and teachers to develop practical strategies and approaches that become embedded in school and at home.

Family Support

Family Support offer practical help and emotional support to families experiencing short or long-term difficulties. These can include: behaviour and social interactions, establishing routines, education and learning, bereavement and many others difficulties that families may face. To access family support parents can refer via www.worcestershire.gov.uk/info. There are links to online and face-to face groups. School can also refer for Early Help Family Support when a more systematic package of support is required. We also have a Trust Family Support Worker Rosie Furlong who is able to offer support and signpost families.

School Nurse

The School Nursing team can provide a range of services or signpost you to other professionals. www.hacw.nhs.uk/services/service/school-health-nursing-15 The Worcester team can be contacted on 01905 520032 or alternatively school can contact on your behalf. You may also be referred to the School Nurse via your GP. Occasionally school will also hold sessions for parents to come and discuss any health concerns and create Health Plans when required. We also have access to a range of other Specialist Nurses should they be required.

Complex Communication Needs Team (CCN)

The Autism/ Complex Communication Needs team are qualified specialist teachers and specialist practitioners with vast experience of addressing the needs of children and young people on the autism spectrum from early years to higher education. The team supports teachers to meet the individual teaching, learning and wellbeing needs of students with autism in their educational setting.

9. 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. Potential barriers to learning are identified at the earliest stages and provision/support is put in place so children are able to overcome these barriers and access a broad and balanced curriculum.

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.

Learning sequences are crafted around individual needs of all pupils. Through knowledge of pupils learning styles, potential barriers to learning and difficulties they may encounter, teachers are able to ensure the learning meets the needs of all pupils.

Consideration is given to children's preferred learning styles and recommendations from outside agencies will be embedded within daily provision within the classroom.

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.

At Carnforth School we ensure that there are increased opportunities for practical/hands on experiences (including Forest School) to help children experience things from a firsthand perspective. This helps aid children's understanding and provides a real-life context for learning.

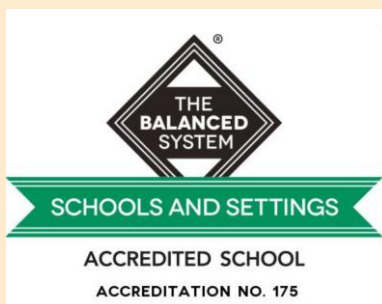
National Award for SEN Coordination

The SENCos (Mrs Vicky Smith) and (Mrs Sarah Williams) are fully qualified teachers and have completed the National Award for SEN Coordination. Beth Cole is also 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 and assistant work in school once a fortnight. They work 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. Annual updates take place with the SENDCo, Lead Communication TA and Lead of the Balanced System Victoria Riley.

Communication TAs

We have a number of teaching assistants who are our Communication TA's within school. As a school, we host the termly training which allows our teaching assistants to attend to support the development of SLCN and play a vital role in sharing current and up to date initiatives with members of staff.

Play Therapist:

Mrs McGorman is a qualified play therapist who provides play therapy once a week at Carnforth School. Play Therapy uses **a variety of play and creative arts to support children's social, emotional and mental health, that may be causing behavioural problems and/or are preventing children from realising their potential.**

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. Our 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.

10. Accessibility and equality act

The school welcomes applications from disabled pupils and pupils with SEND. Admissions are managed in accordance with the school's Admissions Policy and the Equality Act 2010.

We are committed to ensuring that disabled pupils are not treated less favourably than their peers. Reasonable adjustments are made to teaching, assessment, activities, educational visits and school routines wherever required.

Our school is wheelchair accessible we have a ramp and we have a disabled toilet.



The school's Accessibility Plan can be found on the school website and outlines our plans for:

- Improving participation in the curriculum
- Improving physical access
- Improving access to information

11. How will I know my child is making progress?

Your child's progress will be continually monitored by his/her class teacher. Their progress will be reviewed formally with members of SLT and the SENDCo 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 key stage 2 all children are required to be formally assessed using Standard Assessment Tests (SATs).

Pre-key stage standards are provided for the statutory assessment of pupils engaged in subject-specific study who are working below the overall standard of the national curriculum tests and teacher assessment frameworks.

Regular book scrutiny's, 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 (see Assessment Policy).

Learning plans are reviewed regularly by the class teacher, parents and SENCo so that everyone is kept informed of the progress their child is making. This is an ongoing process throughout the academic year. When children participate in an intervention, they are assessed at the beginning and end of the intervention to show the impact it has had on individual children's learning.

The progress of children with an EHCP will be formally reviewed at an Annual Review with all adults involved with the child's education. All children with an EHCP have a floorbook which is regularly updated with evidence against outcomes. These are shared and used to inform annual reviews alongside the child.

12. How are parents and pupils involved in learning?

Involving Parents

At Carnforth School, we believe it is vital that parents work closely with the school in order for their child to achieve their learning potential.



Parents are given the opportunity to attend meetings to discuss their child's progress with their class teacher. These meetings will give you the opportunity to discuss your child's progress, any concerns you may have and also how you can support your child's learning at home. 'Parent planners' are sent home at the beginning of each term, detailing what your child will be learning and how you can support this at home.

If your child receives additional support for their learning, then a learning plan will be created (collaboratively with yourselves, your child, class teacher and SENDCo). The learning plan outlines any difficulties that your child may have, what support and provision your child will receive, and the targets that your child is working towards. Class teachers will provide strategies and activities to be completed at home. Learning plans are updated on a regular basis by adults working with your child, and we actively encourage you to be part of the assess, plan, do review process and contribute to the learning plan.

If we feel that a referral to an outside agency is required to support your child's specific 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 learning plan will be sent home 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 learning plan. 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 through sharing their EHCP floorbooks.

13. How do you support children's mental health and 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 maximize learning opportunities. A child's wellbeing is supported at different levels and in a variety of ways:

- Success stones 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.
- Restorative approach to dealing with conflict and resolution.
- PSHE
- 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 the Education Welfare Officer.

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



14. How will my child be included in activities outside the classroom including school trips?

All children have the opportunity to access wider curriculum activities (including school trips and after school clubs). **All** children have the opportunity to engage with wider curriculum roles and responsibilities for example school council, house/sports captains, reading ambassadors etc.

All school trips require a risk assessment. For children with complex needs, they may require an individual risk assessment involving parents and outside agencies working together to overcome any potential barriers. For example if a child has a physical disability then trips would be planned to ensure full accessibility with a wheelchair.

During lunch times, all children can choose different areas and activities for example quiet areas in the library, games in the hall to games outside on the playground and field. Pastoral assistants are present at each activity to provide additional support and guidance.

15. What happens when my child leaves Carnforth?

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.
- The school identifies SEND on entry through assessments including Language Link and support from the Speech and Language Team.

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 are provided with 'photo books' to 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 program is delivered to all pupils designed by the Speech and Language Team.

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.

16. What do I do if I have a concern?

We aim to work in close partnership with parents and carers to resolve concerns at the earliest opportunity. However, if a parent of a pupil with SEND has a complaint about the provision or support in place, the following process will apply: Parents are encouraged to first discuss concerns with the class teacher or SENCo, who will seek to resolve issues informally. If the matter is not resolved, it will be escalated to a member of the senior leadership team or the Headteacher in line with our school's Complaints Policy. A formal complaint can be made following the procedures set out in the school's Complaints Policy, available on the school website or on request from the office. If parents remain dissatisfied after following the school's procedures, they may contact the Governing Body. Further support and impartial advice is available through the Worcestershire SEND Information, Advice and Support Service (SENDIASS). This clear process ensures that any concerns about SEND provision are listened to, investigated promptly, and addressed fairly.

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

- SEND Policy
- Inclusion Policy
- Behaviour Policy
- Safeguarding Policy
- Worcestershire local Offer: 'Ordinarily Available'
- Worcestershire's 'Graduated Response'

All policies can be found on the schools website.



17. Further information

Further Information If you require more information or clarification, please visit the school's website where all policies can be found: [Carnforth School](#)

To view **Worcestershire's Graduated Response**: The SEND Graduated Response | Worcestershire County Council

The **SEN Code of Practice** can be viewed at [SEND code of practice: 0 to 25 years - GOV.UK](#)

Worcestershire SEND Information, Advice and Support Service (SENDIASS) [Welcome to SENDIASS Herefordshire and Worcestershire | Worcestershire County Council](#)

You can contact the SENDCo - 01905 701099 or you can email the school office office@carnforthschool.org

To view the local offer-**Worcestershire Local Offer**- [SEND Local Offer | Worcestershire County Council](#)

Accessibility Plan

18. Glossary

SEND

Special Educational Needs and Disabilities. A term used to describe children and young people who need additional support to learn.

EHCP

Education, Health and Care Plan. A legal document outlining a child's special educational needs, the support required, and expected outcomes.

ILP

Individual Learning Plan. A personalised document setting out targets, support strategies and interventions for a pupil.

APDR

Assess, Plan, Do, Review. The graduated approach used to identify needs, implement support, and evaluate its effectiveness.

CAMHS

Child and Adolescent Mental Health Services. NHS services that support children and young people with emotional, behavioural and mental health difficulties.



SALT

Speech and Language Therapy/Therapist. Support for children with speech, language and communication needs.

EP

Educational Psychologist. A specialist who assesses learning, behaviour and emotional needs and advises schools on effective support strategies.

BST

Behaviour Support Team. A service that helps schools support pupils with behavioural, social or emotional difficulties.

LST

Learning Support Team/Teacher. Staff who provide additional educational support and interventions for pupils with SEND.

CCN

Complex Communication Needs. Significant difficulties with understanding or expressing communication, often requiring specialist support.

SEMH

Social, Emotional and Mental Health. One of the four broad areas of SEND, relating to emotional wellbeing, behaviour and mental health.

SENDIASS

Special Educational Needs and Disabilities Information, Advice and Support Service. An independent service providing information and guidance to parents, carers and young people.

QFT

Quality First Teaching. High-quality, inclusive classroom teaching that meets the needs of all learners.

SATs

Standard Assessment Tests. National curriculum assessments taken by pupils in primary schools, usually at the end of Key Stage 1 and Key Stage 2.

RWI

Read Write Inc. A structured phonics programme used to teach early reading, writing and spelling skills.

OT

Occupational Therapist/Therapy. A professional who helps children develop the physical, sensory and functional skills needed for everyday activities and learning.