



Carlton Primary School SEN information report

Code of Practice 6.79

'The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information published **must** be updated annually and any changes to the information occurring during the year must be updated as soon as possible. The information required is set out in the draft Special Educational Needs (Information) Regulations and reflects the information required for the local offer'.

Schools should ensure that the information is easily accessible by parents and is set out in clear, straightforward language. This should include information on the school's SEN policy, named contacts within the school where parents have concerns and details of the school's contribution to the local offer.

In setting out details of the broad and balanced curriculum provided in each year, schools should include details of how the curriculum is adapted or made accessible for pupils with SEN.

The North Yorkshire local offer can be found at:

<http://www.northyorks.gov.uk/article/23542/SEND---local-offer>

SEND information report for parents – April 2021.

What is a Special Educational need or Disability (SEN/D)

At Carlton we welcome all pupils and families, whatever their individual needs. Some of our pupils have a Special Educational Need and/or disability. These may be long or short term needs. A child has a Special Educational Need if they have a learning difficulty or disability which calls for special educational provision to be made for them. They may have:

- A significantly greater difficulty in learning than the majority of other children of the same age. This could be for a number of reasons.
- A disability which prevents or hinders them from making use of educational facilities generally provided for other children of the same age in a mainstream school.

At Carlton Primary School:

- Our building is fully accessible to all pupils with physical disabilities. We have an accessible disabled toilet with changing facilities.
- Our staff have high expectations of all our pupils. We aim to develop our pupils as individuals and as part of the wider community to enable them to reach their full potential.
- SEND training forms part of the continuing professional development of all staff and is organised to best meet the needs of the pupils. This can include training from specialist agencies in North Yorkshire.

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Date April 2021

This is what we provide in our school

1 What kinds of SEN are provided for in your school?

At Carlton we are an inclusive school, who welcome children with a wide range of abilities and special educational needs. We are experienced in meeting the needs of children with SEN/D across all areas of need:

- Communication and Interaction (including Asperger Syndrome)
- Cognition and Learning (including Dyslexia or processing difficulties)
- Social, Mental and Emotional Health (including Anxiety)
- Sensory and/or physical needs (including Visual or hearing impairment)

We are a dyslexia friendly school and use a multi-sensory approach to our teaching and learning.

Some children will have medical needs but may not have SEN. Each child with medical needs will normally have a healthcare plan that will specify the type and level of support required to meet their medical needs.

2 What policies do you have for identifying children and young people with SEN? How do you assess their needs? What is the SENCo's name and how can I contact them?

If you have a concern about your child it should initially be raised with the class teacher. This discussion could be initiated by either parent or class teacher. The teacher will look closely at your concerns as well as gathering the views of the child. The class teacher will closely monitor the progress of your child and this will be discussed at regular pupil progress meeting with the SLT team and Senco. Any pupil not making expected progress will be identified and class based interventions will be put in place. In addition the class teachers supported by the Senco and the leadership team carefully monitor all pupils progress including their wider development and social needs. If after one term your child is still not making the expected progress the Special Needs co-ordinator will become more formally involved. At Carlton school we have a wide range of diagnostics and formative assessments which we use to help us identify any child's barrier to learning or development. The school Senco is Karen Smith who can be contacted through the school office on 01405 860736 or carltonprimary@selby.ac.uk

The Governor responsible for SEND is Helen Snowden.

Together with your child's class teacher, the senco can discuss your child's needs, the support for learning that they are getting, their targets and the progress your child is making, in line with national expectations.

The school will use the Assess – Plan – Do – Review model to develop SEND provision for your child and track its impact on learning. An Individual Provision Map will be drawn up by the class teacher in consultation with Parents where specific needs will be identified and measurable targets will be set. This will be discussed and reviewed with the parent three times a year, in addition to regular parent's evenings. Your child will be added to the SEN register and whole school provision map to ensure all staff are fully aware of their needs.

At this point with your permission the Senco may make referrals to other external agencies to gain specialist advice if they feel your child needs additional support. This could include a referral to the Educational Psychologist for cognitive assessment or observation, the Inclusion service (Enhanced mainstream school support for Cognition and learning, Communication and interaction, Behaviour, social and emotional needs) or Camhs

for anxiety or mental health issues. Specialist professionals will work with your child to understand their needs and make recommendations to the school. They may also share advice and ideas about support at home too. Once advice has been received and added to the IPM the class teacher, Senco and SLT will continue to closely monitor your child.

For most pupils this level of support will fully meet their additional needs.

Occasionally some children may have severe, complex or lifelong needs. Provision for this need can be provided through an Education, Health Care Plan (EHCP) These will be children identified by the class teacher/Senco and supporting specialists as needing a particularly high level of individual or small group teaching which cannot be provided from the budget available to the school. They may need more than 15 hours of support or specialist equipment.

For your child this would mean: The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is the legal process which sets out the amount of support that will be provided for your child. Evidence will be gathered together by the school and parent and an EHCP application will be sent to the Local Authority. They will decide if your child's needs are severe, complex and lifelong and whether they need more than 15 hours of support in school to make good progress. If this is the case an EHCP will be written for your child. The EHCP will outline the additional funding your child will receive from the LA, how the support should be used and what strategies must be put in place. It will have long and short term outcomes for your child. The EHCP will be reviewed at least annually. If the Local Authority feels that your child is receiving the correct level of support and that an EHCP is not necessary, they will ask the school to continue with an unfunded My Support Plan.

3 What arrangements do you have for consulting with parents of children with SEN and involving them in their child's education?

Parents of SEN children are invited to three meetings to discuss your child's progress and Individual provision map, in addition to our regular parent's evenings. Parents may also be invited to meet with specialists. Specialist reports showing their findings, targets set and interventions recommended are shared with parents, as are records of visits. We operate an open-door policy. Parents are always welcome to make an appointment to see their child's class teacher. The easiest way to do this is to either speak directly to the teacher or contact the school office.

Parents are invited to a variety of sessions, such as phonics workshops and learning assemblies where staff can demonstrate methods used at school.

School consults with all parents via questionnaires on various issues.

4. What arrangements do you have in place in your school to consult with young people with SEN and how do you involve them in their education?

All the pupils at Carlton are involved every day in their own learning. Children are encouraged to discuss daily in pairs, or small groups using the Kagan approach to learning. The school has targeted meta-cognition and we were part of the ReflectEd project with all children taking part in weekly metacognition sessions. Children are encouraged to reflect on their own learning from an early age at Carlton. From Early years and throughout the school 'Enabling environments' in the classroom mean that children have access to any resources they may need to help them learn (e.g. computers, colour overlays, spelling dictionaries, workstations, writing slopes). School staff encourage active and independent learning wherever possible. All children from Years 1 and 6 can be nominated and elected to be part of the school council. We are developing the role of a SEND Champion who will be part of the School council, whose role it will be to meet with and gather the views of children with additional needs and "Champion" their views to the council. These children help inform us and have made an impact in areas such as agree certainties for the school playground.

For children on the SEN list, pupils, parents, staff and other professionals are all invited to and have input into any meetings about the child. Meetings are centred around the pupil who will receive the necessary support to enable them to take a full and active part in them.

5. What arrangements are in place for assessing and reviewing children and young people's progress towards outcomes. Please can you explain what opportunities are available to enable you to work with parents and young people as part of this assessment and review

All pupils with SEND should make at least expected progress, in line with their peers. Every teacher is committed to the achievement of every child and through quality first teaching and tailored interventions, all children are expected to fulfil their potential. Progress of all pupils is monitored daily in class and the Senior leadership team meet termly to review progress and attainment. Those children who are not making expected progress will have an Individual provision plan. This is a detailed plan written by the class teacher and parent, with the views of the child taken into consideration. This plan will have measureable targets for each child, that will be monitored and adjusted by the class teacher as needed, as well as details of provision that is additional and different. These plans will be discussed with parents three times a year and new targets for the next term will be agreed. The progress of children with an EHCP is formally reviewed at an Annual review with all adults involved in the child's education, as well as the child and family.

6. What are the arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood? How do you ensure that as young people prepare for adulthood the desirable outcomes reflect their ambitions, which could include higher education, employment, independent living and participation in society

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible. If your child is moving to another school we will contact the new school Senco to ensure he/she knows about any special arrangements or support that needs to be made for your child. We will make sure that all records about your child are passed on as soon as possible. When moving classes within school information will be passed on to the new teacher in advance in a transition meeting. All agreed outcomes will be in place and shared with the new teacher prior to the move and Individual provision maps will be shared. All pupils have the opportunity of visiting their new classroom, teacher and teaching assistant on 'change up' days. In Year 6 The Senco and year six teacher will meet with the Senco's from the secondary schools to discuss the specific needs of each child with SEND. Where possible, your child will visit their new school on several occasions. In some cases, staff from the new school will visit your child in this school.

7. What is your School's approach to teaching children and young people with SEN?

Carlton Primary school prides itself on strong pastoral care and getting to know each individually. Our first step is Quality first teaching. This is where the teacher has the highest possible expectations for your child. Teaching is based on building on what your child already knows, can do and can understand. Learning objectives are closely matched to your child's needs. Different ways of teaching are put in place so that your child is fully involved in learning in class. This may involve multi-sensory teaching methods and using more practical learning. Specific strategies, suggested by the Senco or outside agencies will be used to support your child's learning. Your child's teacher will carefully check your child's progress. If your child has a gap in their understanding and needs extra support to help them make the best possible progress, the teacher will discuss this with the Senco and Senior leadership team. Quality support for learning within mainstream lessons is the most important factor in helping pupils with SEND to make good progress alongside their peers. There may be occasions when the school feels that some additional support within lessons may help your child to make better progress. This is by no means always the case. However, if some additional small group or one to one support within lessons is planned, the school will explain how this will work, what the aims of this support will be and how and when the impact of this support will be reviewed through your child's Individual Provision map meeting. Most importantly, this support should be aiming to make your child more independent in lessons

Schools use a range of evidence based interventions to support pupils with SEND to make better progress, as well as approaches such as pre-teaching, and targeted interventions during assembly time.

We have staff in school trained in the following targeted Interventions and approaches:

Forest school
Rapid writing

First Class number

Reading recovery

Lego therapy

The thrive approach

Attachment disorder and emotional coaching.

If we feel that additional support is needed in addition to this, we work closely with a number of outside agencies including the Inclusive Education service, Educational Psychologist, Hearing and visual support, Prevention team, Cahms, and SALT professionals.

8. What sort of adaptations are made to the curriculum and the learning environment of children and young people with SEN?

All children with SEN have an Individual provision map which sets clear, measurable targets, as well as breaking down additional and different provision that will be provided for your child within school. Classrooms can provide an individual visual timetable as needed for your child. All classrooms are dyslexia friendly.

We have a disabled toilet, where possible slopes instead of a step, and a disabled parking space in the staff car park.

9. What sort of expertise for supporting children and young people with SEN do you currently have in school? How do you ensure that the expertise and training of staff to support children and young people with SEN is current? How do you access and secure further specialist expertise?

All teaching staff have had training in the SEN code of practice, Epi-pen training, Diabetes training, The Thrive approach, Attachment disorder and emotional coaching. Where medically based training is needed, this is managed through specialist staff coming into school.

10. How do you evaluate the effectiveness of the provision made for children and young people with SEN?

The progress and attainment of all children is carefully monitored and reported at parent's evenings and within the end of year report. Parents of SEN children will have an additional three review meetings with the class teacher. All children are monitored closely by their class teacher and are formally assessed each half-term. Any gaps in their learning are planned for either within the classroom and closed through pre-teaching, additional support in the classroom or by using an evidence based intervention programme. The Senco and Headteacher meet formally each half term to discuss the progress of our SEN pupils and ensure the needs of our pupils are being met. Other provision, for example provision regularly used in-class (known as Quality First Teaching), will be evaluated regularly by the Senior Leadership Team through observation and discussions with the class teacher. Following reviews of Individual provision maps, if we feel a child is not making expected progress the Senco will seek advice from other professionals and new interventions will be advised.

11. How are children and young people with SEN enabled to engage in activities available with children and young people in the school who do not have SEN?

Carlton is a wholly inclusive school and we actively encourage all children to participate in the wider opportunities on offer. All children have access to all activities both in and out of school. For school visits a risk assessment is completed after a pre-visit and adaptations are put in place. Parents will always be consulted and we will always endeavour to include everyone in the activity and experience.

12. How do you support children and young people with SEN to improve their emotional and social development? Please explain the extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying.

At Carlton School we take children's wellbeing and emotional development seriously. We have had whole school attachment training and are undertaking an evidence-based research project with our educational psychologist. We take a team approach to inclusion and children are able to speak to any member of staff. Our team pride themselves in their high levels of pastoral care and our most vulnerable children are regularly "checked in" by members of staff. Our behaviour and anti-bullying policy have been devised in consultation with children in school. They are clear that bullying, particularly of children with special educational needs and/or disabilities is unacceptable. School has worked hard to develop a Carlton Skill Set of Collaboration, Independence, reflection, Curiosity, Growth mind-set, Resilience and Respect. In school we will see this lived out through our three rules - Be kind, Be ready and Be safe.

13. How does the School involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families?

The Local Authority offers a range of specialist support and outreach services, including educational psychologists and local enhanced mainstream schools, to help schools to deliver appropriate support and interventions, Other specialists such as speech and language therapists, physiotherapists, visual support, epilepsy and diabetic nurses can also support schools in this. If the school feels that the involvement of another agency will help them to meet your child's needs you will be informed and asked to give your consent.

Parents can also gain support from the Prevention team, this could be through a school or self-referral.

Parents can also access independent advice for families with children and young people with SEND up to the age of 25. Tel: 01609 536923

14. What are the arrangements for handling complaints from parents of children with SEN about the provision made at the school.

Our intention is that all children are happy, well cared for and make progress. We value the partnership between school and home in order to make this happen. Depending on the nature of the complaint, parents are encouraged to speak to the class teacher in the first instance, then the Senco. If you are dissatisfied with the outcomes of these discussions, a meeting can be arranged with the Headteacher or designated SEND Governor Helen Snowden. Complaints about SEN should follow the general complaints procedure. Complaints will be dealt with in a sensitive, impartial and confidential manner and will be resolved as fairly and quickly as possible.

A Parent Partnership coordinator can offer impartial advice and support which could include making a home visit to listen to any concerns you may have, or attend meetings with you. They may also be able to put you in touch with other organisations or parent support groups. A Parent Partnership Co-ordinator can be contacted through North Yorkshire on 0845 034 9469.