

## SEND INFORMATION REPORT 2022-2024

***We are proud to belong to the Carr Hill Community where we pursue excellence through commitment, aspiration, resilience and respect***

### INTRODUCTION

We are committed to working together with all members of our school community. We believe in achievement for all. We want all adults and children to participate in learning and we celebrate all members of our community. We strive to create an inclusive culture in our school and we aim to be responsive to the diversity of students backgrounds, interests, experience, knowledge and skills, so that all students regardless of individual need, make the best possible progress.

We promote an inclusive environment where students love the challenge of learning and are resilient to failure. Teachers have consistently high expectations of all students' attitudes to learning. Inclusion is promoted by prioritising quality first teaching, differentiated for individual students, as a first step in responding to students who have or may have SEND. We do not believe that any amount of additional intervention and support can compensate for a lack of high quality teaching.

At Carr Hill all teachers have responsibility for all students, including those with SEND. Our universal provision for all of our students is to provide high quality differentiated teaching. Where a student is receiving quality first teaching as a universal provision, but their progress is still of concern, teachers may use a range of assessment tools to identify any gaps in learning. We strive to adapt and use a personalised approach that is creative and will look very different for individual students.

### IDENTIFICATION AND ASSESSMENT

Assessment information is used to plan appropriate teaching and learning strategies, including ways to identify students who are falling behind in their learning or who need additional support.

The identification of SEND is built into the overall approach of monitoring the progress and development of all students in school. All teachers are responsible and accountable for the progress of students with SEND in their classroom.

The SENCo is part of the Senior Leadership Team and works closely with middle leaders and pastoral staff using whole school tracking data as an early identification indicator. Identification is based on both formative and summative feedback.



This ensures that as a team, we work in collaboration with each other providing opportunities for students to achieve the best possible outcomes. All staff identify Aspirations-Needs-Impact-Provision for students who may require additional support and/or targeted intervention so that they can access the curriculum and make progress at their own level.

A Graduated Approach to SEND:

This means:

- That the teacher has the highest possible expectations for all students in their class
- That all teaching is built on what students already know, can do and can understand
- Different ways of teaching are in place so that students are fully involved in learning
- Specific strategies (which may be suggested by specialist teachers or outside agencies) are in place to support students to learn
- Teachers will let parents know what their child is learning and how they are progressing

The SENCo will monitor all interventions and ensure the whole school is following a person centred approach.

At school we regularly review the quality of teaching for all students, including those at risk of underachievement.

### **Assess**

Subject teachers, support staff and the SENCo will carry out a clear analysis of a student's needs. This assessment will be reviewed regularly. Where appropriate, outside professionals will help to inform the assessment. Parents will be asked to contribute to the assessment.

### **Plan**

Parents will be formally notified of any adjustments, interventions, support and review date will be agreed with staff, parents and student. This will be recorded on the school information system.

### **Do**

Subject teachers will remain responsible for working with the student on a daily basis and retain responsibility for their progress and outcomes. Subject teachers will plan and assess the impact of support and interventions with any teaching assistants or specialist staff involved. Strategies will be discussed and adapted at faculty meetings. The SENCo will support the above.

### **Review**

The effectiveness of the support and interventions and their impact on the student's progress will be reviewed on the agreed date. Formal Reviews for all those with EHCPs will be held with parents/carers and any specialists involved at least once per year, although parents/carers will have the opportunity to discuss progress with SEND staff on target setting day and subject progress day. Additional reviews will be arranged according to need. Subject teachers, working with the SENCo, will revise the support in light of the student's progress. If a student does not make expected progress over a sustained period of time school will consider involving specialists. School liaises with the following services - Educational Psychology Service, School Health, School Improvement Service (SIS) SEND support, SEND Teaching and Support Service (SENDTASS) and, when appropriate, Social Services and the Looked After Children Team and IEST team.

A student's progress is constantly assessed and reviewed and any gap or gaps in their understanding/learning will be identified and addressed through targets and interventions. The decision to make Special Educational Provision involves the class teacher, support staff, pastoral staff and Senior Leadership Team. All the information about a student's progress formed from high quality, accurate, formative assessment and intervention is considered alongside national data and expectations of progress, both summative and formative. Parents, families and students are involved in decisions through the opportunity to attend regular meetings and reviews of provision. This level of support is termed SEN Support and is school based. This may include additional provision at K. The programmes of intervention and support for students reflect the need to access the whole curriculum.

The SENCo maintains a register of students identified through the procedures listed. This is reviewed each term when a detailed analysis of every student takes place by a team of professionals. For some students a more in depth individual assessment may be undertaken by the school or other educational or health professionals.

## MONITORING PUPIL PROGRESS

Progress is the crucial factor in determining the need for additional support.

Adequate progress is that which:

- \* Narrows the achievement gap between student and peers
- \* Prevents the achievement gap widening
- \* Is equivalent to that of peers starting from the same baseline
- \* Equals or improves upon the student's previous rate of progress
- \* Ensures full curricular access
- \* Shows an improvement in self-help and social or personal skills
- \* Shows improvements in the student's behaviour.

## RECORD KEEPING

The school will record the steps taken to meet students' individual needs. The SENCo will maintain the records and ensure access to them. In addition to the usual school records, the student's profile will include:

- \* Information from parents
- \* Information on progress and behaviour
- \* Student's own perceptions of difficulties
- \* Information from health/social services
- \* Information from other agencies

Type of SEN	Examples of support provided
<p><b>Communication and Interaction</b></p> <p>Autistic spectrum Social Communication Speech, language and communication needs</p>	<p>Support to facilitate effective communication and interaction throughout the day.</p> <p>Formative as well as summative assessments in place to recognise non-academic areas for development.</p> <p>Identified staffing support to ensure interaction. Identified for small group intervention. Targeted support to develop attention and concentration skills.</p> <p>If progress checks show little or no improvement, assessment and advice is requested by a specialist teacher. 1:1 or group work with specialist teacher or the most appropriate intervention is then put in place with termly progress checks to monitor.</p> <p>We offer small group work on social skills support. Progress checks show steps of progress, followed up with the most appropriate and effective intervention.</p> <p>If there is no progress after 3 terms a referral for an assessment for an EHCP is requested.</p> <p>Access Arrangements will be in place where appropriate.</p>
<p><b>Cognition and Learning</b></p> <p>Moderate learning difficulties</p> <p>Specific learning difficulties, including</p>	<p>Modification of up to 75% of the curriculum depending on specific student's needs, most of which is supported by the use of quality first teaching.</p> <p>Formative as well as summative assessments in place to recognise non-academic areas for development.</p> <p>Identified staff to support access to the curriculum. Targeted intervention on 1:1 or small groups. Access Arrangements will be in place where appropriate.</p>

<p>Dyslexia and Dyspraxia.</p>	<p>If current attainment tracking shows little or no progress: Assessment and advice by specialist teacher is requested. 1:1 or group work with specialist teacher – termly progress check.</p> <p>If progress checks shows steps of progress, continue with intervention. If not try an alternative intervention.</p> <p>Alternative pathways such as Work skills are available and guided options towards BTEC's or other suitable programmes for yr8 students onwards.</p> <p>Students identified for appropriate access arrangements to support students in examinations.</p> <p>Use ICT to reduce barriers.</p> <p>Offer small group work sessions for low achievers in Maths English and Science.</p> <p>No progress after 3 terms refer for assessment for EHCP</p> <p>Access Arrangements will be in place where appropriate.</p>
<p><b>SEMH</b></p> <p>Social difficulties</p> <p>Mental Health Conditions</p> <p>Emotional Difficulties</p>	<p>Formative as well as summative assessments in place to recognise non-academic areas for development.</p> <p>Use of Boxall where appropriate to identify a plan.</p> <p>Offer 4-6 week programmes of targeted part time interventions in small groups.</p> <p>These include: CUPPA ELSA Nurture group</p> <p>Behaviour and learning plans-12weeks Pastoral Support Plan – 16 week plan. Then placed on the Additional Needs List after such interventions from in-house Behaviour Support and referred to outside agency for support.</p>

Referral by pastoral manager to outside agencies – CAMHS, CSC, Butterfly/Phoenix, Counsellor, PCSO/Police Support, New Start, Early Action Team, Young Addiction, NCOMPASS, IDSS/specialist teacher, SEND support.  
Use of Zero Tolerance Report Card  
McKee pupil support centre  
Reduced timetable – SLT/pastoral managers  
Managed Move - SLT  
Access Arrangements will be in place where appropriate.

No progress after 3 terms at the end of appropriate intervention up interventions and seek specialist help/advice, EP report

	<p>MEDICAL - Refer to SENCo</p> <p>Medical Card issued by head of year use monitored via planner signing.</p> <p>Increase of Wave 2 Specific provisions put in place by appropriate staff such as use of a particular room, or specific items provided, liaison with school nurse Use of outside agency support if not already assigned via own Doctor, eg, Clinical Psychologist, Educational Psychologist, specialist teacher EHA meeting may be called if needs increase or change</p> <p>We have a school Mental Health Lead.</p> <p>Our behaviour policy identifies where reasonable adjustments or changes can be made to ensure that the need for exclusion is kept to a minimum. Our school has clear sanctions and rewards that are followed to offer our students structure and routine. Our school provides effective pastoral care.</p> <p>Our school pastoral team, together with the SEND team, support all aspects of social mental and emotional needs.</p> <p>We use small group and targeted 1:1 intervention to improve social skills and emotional resilience.</p> <p>We are currently working on case studies with Yr. 7 and Yr8 to identify targeted groups for SEMH intervention that will support progression.</p> <p>No progress after 3 terms refer for assessment for EHCP</p>
<p><b>Sensory Physical Needs</b></p> <p>Hearing/Visual impairment</p> <p>Multi-sensory impairment</p> <p>Physical disabilities</p>	<p>Support to develop self-help. Support to develop sensory skills. Emotional regulation. Coping strategies for dealing with different situations.</p> <p>Targeted intervention with appropriate support.</p> <p>Access Arrangements such as rest breaks and modified papers for exams. Reasonable adjustments to physical environment/uniform. Reduced timetable. Teaching assistant/in-class support</p>

<p>Independence and self help</p>	<p>The approach to supporting students' needs, follows a graduated approach to gain identification. When a student is identified as needing additional support, appropriate interventions are put in place. The interventions are reviewed frequently to ensure they are providing the required impact. When appropriate, support is reduced with strategies for the student to work on. The aim is to ensure, that where possible the student is independent, only using support where needed.</p>
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## Education, Health and Care Plans

An EHCP will normally be provided where, after a Statutory Assessment, the LA considers the student requires provision beyond what the school can offer. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to an EHCP. An EHCP will include details of learning objectives and expected outcomes for the student.

These are used to develop targets that are:

- \* Matched to the longer-term objectives set in the EHCP
- \* Of shorter term
- \* Established through parental/student consultation
- \* Set out in an Action Plan
- \* Implemented in the classroom as per teaching and learning policy
- \* Delivered by the class teacher with appropriate additional support where specified

## Reviews of an EHCP

EHCPs must be reviewed annually. The LA will inform the head teacher at the beginning of each school term of the students requiring reviews. The SENCo will organise these reviews and invite:

- \* The student's parent/carer
- \* The student if appropriate
- \* The relevant teachers
- \* A representative of the SEN Inclusion and Assessment Team
- \* The Educational Psychologist
- \* Any other person the SENCo or parent/carer considers appropriate

The aim of the review will be to:

- \* Assess the student's progress in relation to the objectives on the EHCP
- \* Review the provision made to meet the student's need as identified in the EHCP
- \* Consider the appropriateness of the existing EHCP in relation to the student's performance during the year, and whether to cease, continue, or amend it
- \* If appropriate to set new objectives for the coming year at Key Stage Phase transitions reviews. Receiving schools/further education should be invited to attend in order to plan



appropriately for the new school year. It also gives parents the opportunity to liaise with teachers from the receiving school/further education. Within the time limits set out in the Code, the SENCo will complete the annual review forms and send them, with any supporting documentation to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an EHCP of SEND.

Percentage of students	Carr Hill No:	Carr Hill %	National
EHCP - E	20	2.2	2.8%
Support -K	168	18.5	17.8%
We are currently pursuing 4 EHCPs for students arrived with clear unmet needs. We have 5 in the application process.			

#### Roles and Responsibilities:

The person responsible for managing SEND provision (SENCo) in school Mrs J Darkin  
 SEN Governor: Mrs L Nulty  
 Designated Lead for Safeguarding: Mr D Morton  
 Children Looked After (CLA) Lead: Mrs L Coulthard  
 Children with Medical Needs: Mr D Morton

#### Outside agencies:

At school we pride ourselves on having strong links with other agencies. We work alongside:  
 Parent Partnership  
 Education psychology service  
 Local Children's Centres  
 Children's Social Care  
 School Nurse  
 CAMHS  
 NHS  
 We use the EHA process as well as others as appropriate, to facilitate links with other agencies  
 NDP

#### Funding:

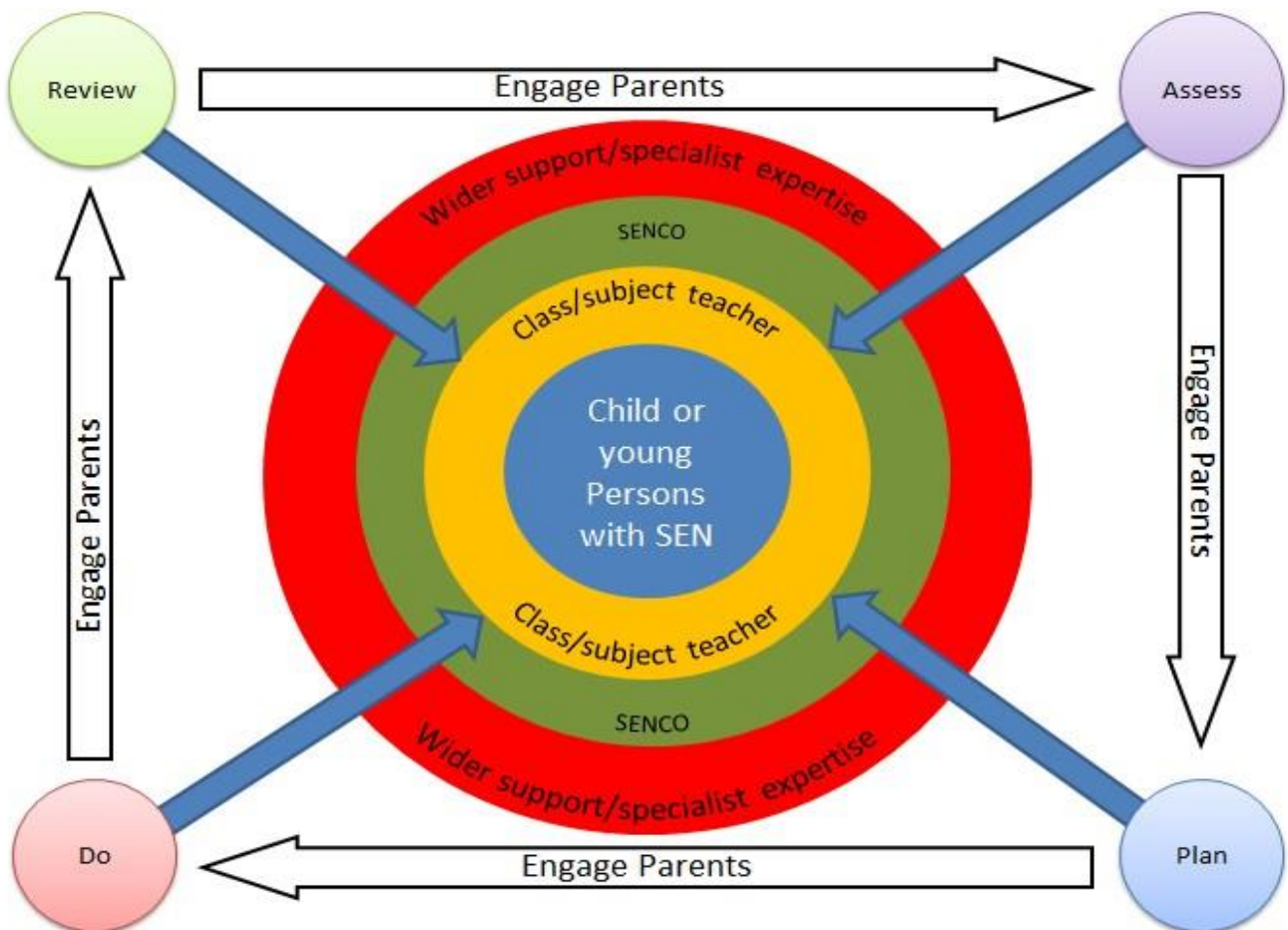
All mainstream schools are provided with resources that they can use to support those with additional needs, including students and young people with SEND. Most of these resources are determined by a local funding formula discussed with the local schools forum. At times additional funding will become available to schools via the LA. The SENCo together with SLT, should keep up-to-date with what is available and distribute appropriately. Schools have an amount defined within their overall budget, called the notional SEND 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. (C.O.P. 2015)

## Complaints Procedure:

If any parent/carer has any concerns regarding the education of their child with SEN they should contact school immediately and make an appointment to see Joanne Darkin, the class teacher, head of year, or the head teacher in line with the school's Standard Complaints Procedure outlined on the school website. All complaints will be dealt with sensitively and with the student's needs and care at the heart of our work.

## Further Information:

Further details on provision for students with SEND can be found in the SEND policy and the Accessibility Plan.



Review date: Sept 2022

Next review: Sept 2024

Mrs J Shepherd  
Chair of Governors

Mrs R Leaper  
Behaviour, Attendance, Welfare

