



Carlton Mills Primary School

SEND

Information Report

and Local Offer.

SEND INFORMATION REPORT

Aims

This policy outlines how Carlton Mills Primary School will support the needs of SEND students, and the responsibilities of staff in providing this support. The Staff, Governors, pupils and parents work together to make Carlton Mills Primary School a joyful, welcoming place where children and adults can develop as confident individuals. Our overarching aim is to create an atmosphere of encouragement, acceptance, respect for achievements and sensitivity to individual needs, in which all pupils can thrive by paying attention to these specific areas:

- identifying, at an early age, individuals who need extra help and attention
- enabling each pupil to reach his or her full potential, both curricular and extracurricular
- enabling each pupil to partake in, and contribute fully, to school life
- endeavouring to meet the individual needs of each child
- developing a feeling of self-esteem within the individual
- fostering an atmosphere in our school which will promote a happy, sensitive, and secure environment to ensure the most effective learning for all children
- providing for children's individual needs by supporting them in various ways: whole class, small groups and individual
- monitoring closely those with SEND by review and assessment, to enable us to recognise, celebrate and record achievements

Introduction

At Carlton Mills Primary School our SEND provision allows pupils with learning difficulties and disabilities the opportunity to follow a curriculum specifically tailored to develop life skills and to give pupils self-confidence through their learning thus enabling them to maximise their potential and to work independently.

We are committed to narrowing the attainment gap between SEND and non-SEND pupils. This may include short-term intervention learning programmes and other learning interventions developed to personalise learning.

We have very good attendance as pupils want to come to school to experience our high-quality learning provision.

All children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives
- make a successful transition into adulthood.

If your child has special educational needs and/or a disability and you would like to know more about what we offer at Carlton Mills Primary School please contact us on 01274 401060 or visit the school office to request a copy of our SEND Policy.

Headteacher: Mrs Claire McDonald
SEND Coordinator: Ms Sidrah Khan

Definitions

A SEND student is one with a learning difficulty or disability which requires special educational provision to be made for them. Special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age in mainstream schools.

Students have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age,

or

- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

The difficulty or disability may relate to:

- communication and interaction
- cognition and learning
- behavioural emotional and social development
- sensory or physical conditions.

Special Educational Provision is that which is additional to or different from that which is made generally for most children in school.

Assessment is an ongoing core process throughout the school. It is a check that each child is making adequate progress against the national expectations set for each year group from Nursery through to Year 6.

If a child is not making the expected progress, then we identify a need and determine the reasons why.

Adequate progress is defined as that which:

- closes the attainment gap between the child and children of a similar age
- prevents the attainment gap growing wider
- is similar to that of peers starting from the same attainment baseline, but less than the majority of their peers
- matches or is better than the previous rate of progress
- ensures that a child has full access to the curriculum in line with their peers
- demonstrates an improvement in self-help, social or personal skills
- demonstrates improvement in a child's behaviour allowing them to be receptive to learning.

TYPES OF SEND

- Communication and Interaction - this includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia, hearing impairment, and those who demonstrate features within the autistic spectrum.

- Cognition and Learning - this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.
- Social, mental and Emotional Health - this includes children who may be withdrawn or isolated, disruptive, or disturbing, hyperactive or lack concentration.
- Sensory and/or Physical Needs - this includes children with sensory, multi-sensory and physical difficulties.

Assessment and Identification

The school promotes a graduated approach to assessing, identifying and providing for pupils' special educational needs and disabilities. This approach follows a model of action and intervention to help children make progress and successfully access the curriculum. Throughout the Early Years Foundation Stage, Key Stage 1 and Key Stage 2 the children are assessed against nationally set criteria to check their progress across all areas of learning / subjects. It is through this process that children who are not making expected progress are highlighted. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement, through lesson observations, book scrutinies and pupil progress meetings.

A thorough assessment procedure to track children's progress is continuously used. If a child fails to make expected progress the next stage would be to move to the use of school intervention and/or outside agency involvement for the identification, assessment and recording of children's learning difficulties. We incorporate these procedures into our normal working practice.

Following assessment and Staff consultation a child's special needs are identified and the needs are recorded on the SEND Register.

Professional development opportunities are provided for staff to extend their knowledge and understanding of SEND and high-quality teaching. Teachers are supported by specialists from outside school who meet with parents, carers and school staff for Annual Review meetings at least annually, in addition to parental meetings.

A Graduated Approach to SEND Support

At Carlton Mills Primary, we adopt a "high quality teaching" approach based on these values that are also known as the Carlton 5:

Compassion

Creativity

Collaboration

Confidence

Courtesy

Where a pupil is identified as having SEND, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEND support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach.

Assess

If a child has been identified as needing SEND support the class teacher, working with the SENDCO, should carry out a clear assessment of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, observations, their previous progress and attainment, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with the school to help inform the assessments. Where professionals are not already working with school staff the SENDCO should contact them (if the parents agree).

Plan

If it is decided to provide a pupil with SEND support, the parents must be formally notified in consultation with the parent and the pupil, the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. The support and intervention provided should be selected to meet the outcomes identified for the pupil. Where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home. All teachers and support staff who work with the pupil should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required.

Do

Class Teachers have responsibility for enabling all pupils to learn. To achieve this they should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENDCO should support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

The effectiveness of the strategies, support and interventions and their impact on the pupil's progress should be reviewed in line with the agreed date. The impact and quality of the support and interventions should be evaluated, along with the views of the pupil and their parents. This should feed back into the analysis of the pupil's needs. The class or subject teacher, working with the SENDCO, should revise the support in light of the pupil's

progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil. Where a pupil has an Education and Health Care plan, the local authority, in co-operation with the school, must review that plan as a minimum every twelve months.

Provision

Class Teachers have responsibility for enabling all pupils to learn. To achieve this they:

- provide high quality teaching for all children
- assessing pupil's needs and planning appropriate adjustments
- ensure that support is available for all children (inclusive 'quality first' teaching)
- differentiate the curriculum to take account of different learning styles, interests, abilities
- ensure that all children can be included in tasks / activities
- monitor individual progress
- celebrate achievement
- identify those children who require additional or different support in order to make progress
- set targets on Pupil Profiles and discuss these with parents, carers and pupils

Intervention:

Intervention is carried out by the school and is '**additional to or different from**' the usual differentiated curriculum. It can take the form of:

- using different learning materials in the classroom
- making reasonable adjustments within the physical environment
- making reasonable adjustments to routines
- Support Staff in the classroom
- a more focused level of support in a small group withdrawn from the class
- focused work to be completed at home

FREQUENCY & TIMING OF SUPPORT

This is arranged and timetabled by the Class Teacher so that they can adapt provision and frequency according to need.

ORGANISATION OF SUPPORT

Our inclusive approach to provision means that the majority of pupils have their needs met by accessing levelled planning that is used across the school to ensure that all lessons are appropriately differentiated. Lessons are structured to provide a range of VAK (visual, auditory and kinaesthetic) activities. The school adopts a flexible approach to support provision in order that a child's individual needs can be met. The support provided usually falls into one of the following categories:

- Direct or indirect support in the classroom
- Focused withdrawal support from the classroom

We encourage emphasis being placed on learning within the normal peer groups.

Although the needs of the pupils are considered individually, they may not necessarily be supported individually. The physical layout of the school enables us to make provision for

small groups of children as well as personal learning areas. This allows us to provide greater differentiation with more quality support.

External Services

When a child is demonstrating further cause for concern or their learning need is more **complex** and **persistent** than can be met by the school interventions already put in place, **school will engage with relevant external services. This is triggered when:**

- a child continues not to make adequate progress
- a child continues working at levels substantially below that of children of a similar age even when teaching approaches have been targeted on an identified area of weakness
- a child continues to have difficulty in developing Literacy and Numeracy skills
- a child has emotional or behavioural difficulties which substantially or regularly interfere with the child's own learning or that of the other learners, despite taking part in an individualised behaviour management programme
- a child has sensory or physical needs and require additional specialist equipment or require regular advice or visits by a specialist service
- a child has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning
- a child's learning needs are manifesting themselves either in a more complex or in a more specific way as they move on through the school

For these children, the difference between their attainment and that of the other children is widening and this needs further investigation.

The external specialist may:

- act in an advisory capacity to refine targets set by the school
- extend the expertise of the teaching Staff
- provide additional assessment
- be involved in supporting the child directly
- suggest that a statutory assessment is advisable
- consult with all parties involved with the child

Support Staff, including Teaching Assistants, Early Years Practitioners, Higher Level Teaching Assistants, and Cover Supervisors are assigned across the whole school to support SEND pupils according to need. Links with outside agencies are well established and transition to and from our feeder and transfer schools is very good due to our close liaison with these schools.

Statutory Assessment: EHC Plan (Education, Health Care Plan)

When a child is demonstrating a significant cause for concern, or their learning need is more complex and persistent than can be met by the interventions already put in place statutory assessment will be considered. The EHC Plan incorporates all information about the child from birth to 25. All parties, including health and other agencies involved with the child contribute to this plan. If a Statutory Assessment is required the school, in consultation with the child, parents/carers and outside agencies, will submit reports for consideration by the Local Authority's Provision Panel. The request is made to the Local Authority (LA), which in our case is Bradford. Bradford's SEND Local Offer can be obtained from Bradford Schools Online - <https://localoffer.bradford.gov.uk/>
The school office can also provide further information.

The views of the parent/carer and child are sought. Parents/carers may also make a Request for Statutory Assessment. They will need to logon to the Citizens Portal Online- [https://oneonline.bradford.gov.uk/CitizenPortal LIVE/en](https://oneonline.bradford.gov.uk/CitizenPortal_LIVE/en) to make a request for Statutory Assessment. The process is defined by a specific timescale and statutory procedures. All of the evidence is gathered and sent to the Local Authority Special Educational Needs Officer who in turn sends it for review to the Special Educational Needs Panel. If the request is successful, then further evidence is gathered from all of the agencies who have involvement with the child.

Statements / EHC Plans are subject to annual review which will include parental views about the child's progress.

Further reviews can be arranged at any time if significant concerns arise. Children under 5 years of age are subject to 6 monthly reviews.

The SENDCO

Ms Khan is the SENDCo. She, alongside Mrs McDonald, is responsible for the implementation of the SEND policy and will support and encourage other members of staff where and when necessary. They will liaise with parents, carers and relevant outside agencies, Medical and Psychology Services. They will attend and cascade appropriate in-service training in order to meet new developments with policy and practice. They will prepare and assist in the purchase and deployment of resources encouraging their efficient and effective use. The SENDCo will also be responsible for overseeing the maintenance of the Special Needs and Disability Register.

When a child is demonstrating a significant cause for concern or their learning need is more complex and persistent than can be met by the interventions already put in place specialist expertise will be sought.

Partnerships

The partnership between parents/carers and school will play a key role in promoting a culture of positive expectation for SEND pupils. Parent partnership is encouraged through consultations, Headteacher's letters, newsletters, annual reports, SEND reviews and informal discussions. We endeavour to create positive links with our parents/carers. Pupils and parents/carers are at the heart of decision-making, ensuring high quality individual education pathways are carefully planned around the specific needs of the child. We try to accommodate parental availability when planning meetings.

Contact is maintained regularly which ensures that difficulties and anxieties can be resolved swiftly.

School Agency Partners include:

Education Psychologist
Child Development Centre
Child and Adult Mental Health Service
Speech and Language Therapy
Occupational Therapy
Physiotherapy
Social, Communication Outreach Service
Hearing Sensory Support
Visual Sensory Support
Learning Difficulties and Disabilities

If you would like to know more information about these services contact us on 01274 401060.

Further information is also available from Bradford Schools Online - <https://bso.bradford.gov.uk/Schools/Home.aspx>

Pupils

Pupils:

- are encouraged to participate fully in the life of the school
- understand the learning intention and success criteria to enable progress to take place
- are expected to behave in a responsible and respectful way within a learning context
- have a role to play in voicing their suggestions as to how the teachers can help them to learn better
- when possible comment on how they feel they are progressing when the IEP is evaluated

Engagement with pupils will play a key role in promoting a culture of positive expectation . Pupils are involved in the learning process at all levels. Through thorough marking, using feedback and response, they are aware of their targets and know what they have to do to improve. Support is tailored to their individual needs.

Complaints

We hope that complaints about SEND provision will be rare, however, if there should be a concern the process outlined in the school's Complaints policy should be followed.

Transition

Staff from the schools which our pupils are transferring to are invited to all annual review meetings in the year prior to their end of Key Stage transition. This ensures that all Staff are aware of the needs of our pupils and can make adequate arrangements in readiness for the transition of our pupils. Transition Plans are put into place to meet the needs of the individual working closely with the secondary school and family to support the transition for the pupil.

The Local Offer

Bradford's SEND Local Offer can be obtained from Bradford Schools Online website – <https://localoffer.bradford.gov.uk/>

The school office can also provide further information.