

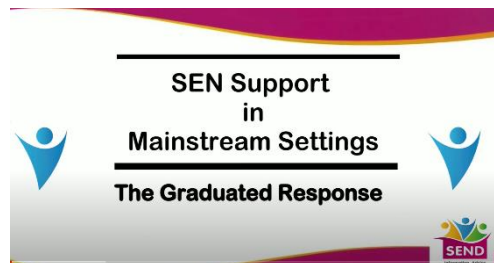
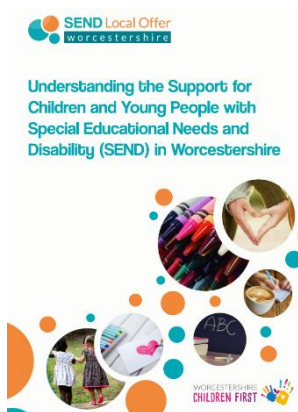
## **SEND Information Report (SEND school offer)**

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

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

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

Click the below links to find out more about the Graduated response across Worcestershire.



[www.worcestershire.gov.uk/graduatedresponse](http://www.worcestershire.gov.uk/graduatedresponse)

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

Headteacher – Mr Paul Prigg

Inclusion Lead/Special Educational Needs Coordinator (SENCO) – Mrs Vicky Smith  
([vsmith@carnforthschool.org](mailto:vsmith@carnforthschool.org))

The SEN Governor: Gill Ellis

School telephone Number: 01905 701099

Email:[office@carnforthschool.org](mailto:office@carnforthschool.org)

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. Does my child have SEND?
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. How will teaching be adapted for children with SEND?
9. How will I know my child is making progress?
10. How are parents and pupils involved in learning?
11. How will you support my child's mental health and wellbeing?
12. How will my child be included in all aspects of school life?
13. What happens when my child leaves Carnforth?
14. What do I do if I have concerns?

## **1. Our Approach to Teaching Learners with SEND**

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

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

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

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

**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.**

## **2. Does my child have SEND?**

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

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

There are 4 broad areas of SEND:

### 1. Communication and Interaction

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

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

### 2. Cognition and Learning

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

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

### 3. Social, mental and emotional health

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

- Depression
- Anxiety
- Attachment disorders

### 4. Sensory and/or physical

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

- Physical
- Medical
- Visual
- Hearing

If you 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](mailto:vsmith@carforthschool.org)). Appointments can also be arranged via the school office to discuss any concerns you may have.

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

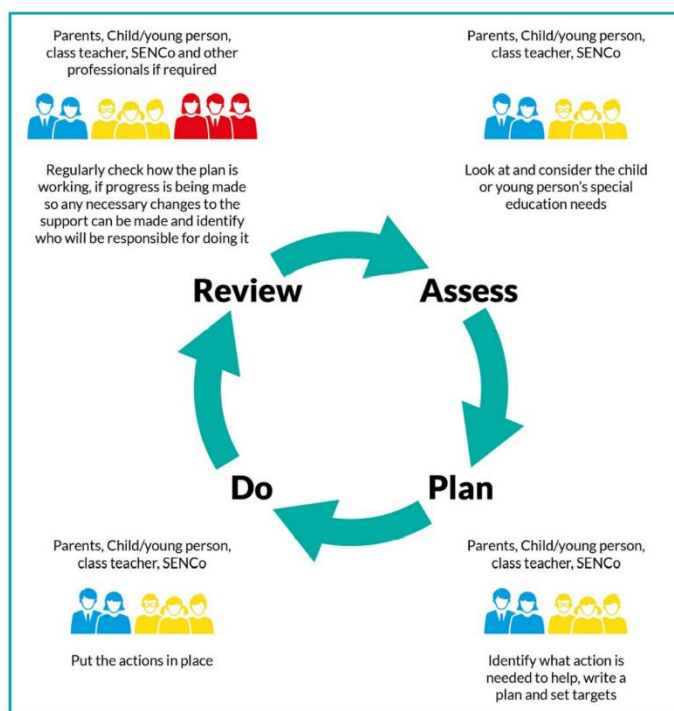
- Word Aware Concept Screening
- Language Link
- Speech sound screening
- EYFS profile/Early Support Documents from EYFS Inclusion Team
- RWI phonics assessment
- Phonics screening (Year 1)
- SATs
- Teacher Assessments (throughout the year)
- NFeR assessments
- Speech and Language assessments (SALT)
- Cognitive Assessments (EP)
- Specific Learning assessments (LST)
- Times tables assessment
- Accelerated reader
- Tracking of reading fluency
- Listening rating scale
- Spelling assessments
- Vanderbilt questionnaires/Umbrella questionnaires

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.



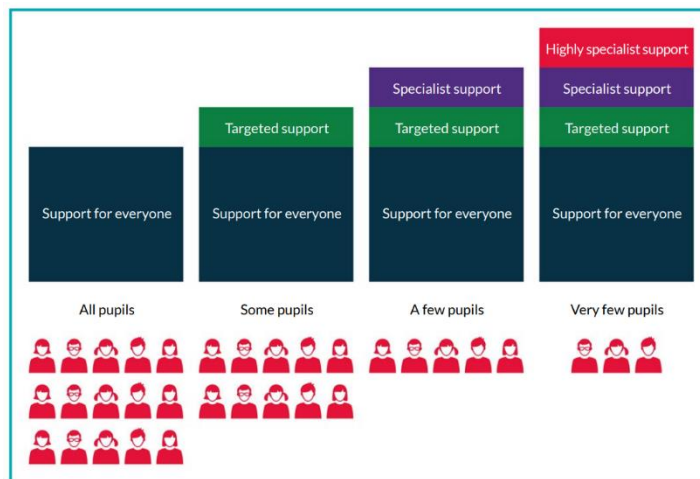
[www.worcestershire.gov.uk/graduatedresponse](http://www.worcestershire.gov.uk/graduatedresponse)

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

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

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

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



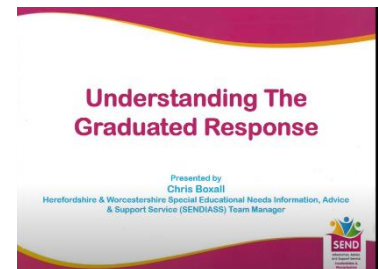
[www.worcestershire.gov.uk/graduatedresponse](http://www.worcestershire.gov.uk/graduatedresponse)

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 an IPM (Individual Provision Map) and will include details of the intervention and arrangements needed to support participation and progress. IPMs are reviewed regularly and decisions made on how much progress has been made, what new targets are needed and what additional provision children need. Parents and children are fully involved in this process.



### Education Health Care Plan (EHCP)

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

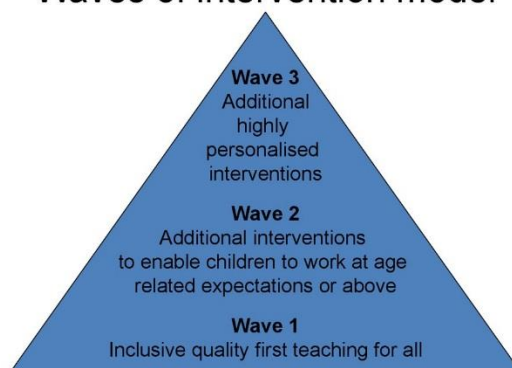




## 5. What support is available for children at Carnforth School?

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.

### Waves of intervention model



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

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

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

The 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 IPM (Individual Provision Map) 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.

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

<ul style="list-style-type: none"><li>• Extend vocabulary through categorising.</li><li>• Use of ICT to record.</li><li>• Emotions boards/ key rings, fans.</li><li>• Learning walls.</li></ul>		<ul style="list-style-type: none"><li>• Regular review of provision with parents, class teacher, specialist teacher involved agencies.</li><li>• Additional use of special needs, visual and practical resources</li> <li>• Annual review for pupils with a statement of SEN/ Education and Health Care Plan</li><li>• Views of families and child/ young person reflected in IPM</li></ul>
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**Cognition and Learning**

Wave 1 (Quality inclusive teaching for all children)	Wave 2 (Specific, additional interventions for some children)	Wave 3 (Targeted support)
<ul style="list-style-type: none"> <li>• Differentiated curriculum planning, activities, delivery and outcome.</li> <li>• Increased visual aids/modelling Including sensory approaches.</li> <li>• Use of practical and real life examples Visual timetables.</li> <li>• Use of writing frames</li> <li>• Working walls</li> <li>• Read Write Inc programme.</li> <li>• Access to a range of concrete apparatus (e.g. Numicom, Base 10).</li> <li>• Use of equipment such as number squares/number lines.</li> <li>• Build on and consolidate understanding of basic concepts.</li> <li>• Whole class/small group teaching.</li> </ul>	<ul style="list-style-type: none"> <li>• Visual timetables and cues</li> <li>• Early years: Language Link screening for all Reception aged children</li> <li>• Further screening of older pupils who continue to have speech and communication barriers.</li> <li>• Interventions for identified pupils</li> <li>• Social speaking Intervention groups</li> <li>• Individual working station</li> <li>• Training and deployment of Communication Teaching Assistants</li> </ul>	<ul style="list-style-type: none"> <li>• Child placed on the Special Needs register</li> <li>• Parents informed of continuing needs and next steps for Special Needs support</li> <li>• Assessments, advice and recommendations from outside agencies</li> <li>• Advice &amp; support for the class teacher from the Special Educational Needs Coordinator (SENCo)</li> <li>• Individual Provision Map written with SMART targets (Specific, Measurable, Achievable, Realistic, Time)</li> <li>• Specialist teacher (Specific Learning difficulties) interventions (one to one &amp; small group support) for reading, reading comprehension, spelling and maths</li> <li>• Impact of intervention measured</li> <li>• Review of provision with parents, class teacher, specialist teacher &amp; involved agencies at least termly</li> <li>• Additional use of special needs visual and practical resources</li> </ul>

		<ul style="list-style-type: none"><li>• Involvement of Outside agencies: Pupil Referral Unit</li><li>• One to one provision by Special Needs teaching assistants for some pupils with a statement of special educational need/ EHCP or behavioural needs.</li><li>• Annual review for pupils with a statement of SEN/ Education Health &amp; Care Plan</li><li>• Views of families and child/ young person reflected in IPM</li></ul>
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### Social, Emotional, Mental Health

Wave 1 (Quality inclusive teaching for all children)	Wave 2 (Specific, additional interventions for some children)	Wave 3 (Targeted support)
<ul style="list-style-type: none"> <li>• Whole school behaviour policy.</li> <li>• Whole school/class rules including zone boards, stickers Class/School reward systems including house points.</li> <li>• Calm areas within the classroom.</li> <li>• PSHE – Circle times</li> <li>• Emotions boards/ fans (depending on age of child).</li> <li>• Different activities/ areas available during lunchtimes supported by Pastoral assistants-OPAL.</li> </ul>	<ul style="list-style-type: none"> <li>• Individual reward charts</li> <li>• Monitoring by Class Teacher</li> <li>• Prompt and reminder cards</li> <li>• Home/school diary</li> <li>• Change of face</li> <li>• Individual working station</li> <li>• Social skills</li> </ul>	<ul style="list-style-type: none"> <li>• Behaviour interventions led by 1 to 1 TA</li> <li>• Buddy support</li> <li>• Behaviour Support Service- advice, recommendations, work with parents/carers</li> <li>• Parenting Courses</li> <li>• Educational Psychologist-assessment, advice &amp; recommendations</li> <li>• Child And Mental Health Service (CAMHS)- assessment, advice &amp; recommendations</li> </ul>

### Sensory and/or Physical

Wave 1 (Quality inclusive teaching for all children)	Wave 2 (Specific, additional interventions for some children)	Wave 3 (Targeted support)
<ul style="list-style-type: none"><li>• Adaptations to school site as required to increase accessibility</li><li>• ICT is used to increase access to the curriculum where appropriate.</li><li>• Alternative ways of recording – including flow charts, mind mapping, use of ICT.</li><li>• Variety of writing equipment in each classroom e.g. rulers, pencils, scissors, pens, pencil grips, writing slope/A4 file.</li><li>• Use of Sassoon Infant or comic sans text.</li><li>• Use of coloured background especially when using the whiteboard (making sure it is not white to prevent glare).</li></ul>	<ul style="list-style-type: none"><li>• Involvement of Sensory Support Service.</li><li>• Advice/recommendations from school nursing team/ medical team/ sensory support team.</li><li>• Health Care plan /Risk assessment in place.</li><li>• Training for named staff for administration of medication.</li><li>• Staff follow recommendations from medical team.</li></ul>	<ul style="list-style-type: none"><li>• Involvement of outside services for advice and recommendations: school nurse, GP, Paediatrician, occupational therapist, Hearing /Visual Impairment team etc.</li></ul>

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

### **Working with outside agencies**

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

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 regularly visit Carnforth School and provide support that includes:

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

### **Speech and Language Therapy – 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) – Wendy Allen & 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.

## **8. 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 first hand perspective. This helps aid children's understanding and provides a real life context for learning.

### **National Award for SEN Coordination**

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

### **Speech and Language**

Carnforth School have a Service Level Agreement (SLA) with the Speech and Language Service. This means that a dedicated Speech and Language therapist 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. They attend termly training 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.

## **9. 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).

IPMs 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.

## **10. 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 an Individual Provision Map (IPM) will be created (collaboratively with yourselves, your child, class teacher and SENDCo). The IPM 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. IPMs 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 IPM.

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

Following Pupil Progress Meetings, children have the opportunity to discuss their views on their learning. Children are encouraged to identify what they are good at, and any areas where they feel they still need support. During Annual Reviews of Education Health Care Plans, children are asked to contribute about their learning and school experiences.

## **11. 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. Mr. Peter Cox is our qualified Mental Health Lead.

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**).

12. 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.

### **13. 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 if required.

#### When Transferring from KS1 to KS2:

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

#### When moving to another school:

- We will contact the School SENCO and share information about special arrangements and support that has been made to help your child achieve their learning goals
- We will ensure that all records are passed on as soon as possible
- When required, children create their own passports for their new teacher telling them about themselves.
- Transition 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.**

#### **14. What do I do if I have a concern?**

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

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

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

All policies can be found on the schools website:



If you require impartial information, advice and support on matters relating to children and young people with special educational needs and/or disabilities (SEND) please contact SENDIASS.

**We review this SEND report annually and would like any feedback parents might have on its content. It is important that this document is considered useful to parents. Therefore, we would appreciate parent's input as to whether the sections are clear and whether anything could be added or changed. Parents have the opportunity to respond through discussion with the SENDCO.**

Reviewed: 3/09/2024

