

Carr Lodge Academy



SEND Information Report

September 2021

To be reviewed November 2022

Our aims with regard to Children with Special Educational Needs/ Disabilities

We are ambitious for all our pupils with Special Educational Needs and Disabilities.

To this end we develop and adapt the curriculum so that it is coherently sequenced to meet all pupils' needs, through accurately assessing their starting points and understanding their aspirations for the future. Through developing affective, cognitive and psychomotor learning skills, it is our expectation that they are fully included in the life of the academy. We feel it is our mission to prepare them for the next steps on their journey through early years, primary and into secondary education and set the expectation that our SEND pupils are challenged to be successful and achieve their best. *Aspire, Achieve and Succeed.*

Integration

We aim through inclusion, to promote respect and understanding for all pupils regardless of ability or disability. We expect that all our children will benefit from a policy of inclusion; that children will realise that there are others with special needs different to their own and that these children are equal members of our academy. Conversely we consider it important that all our pupils (including those with special educational needs) feel themselves to be equal members. To this end we encourage all the children to have high aspirations for themselves and to have pride in their achievements. This is reinforced by private recognition and public celebration of achievements. Integration is achieved practically by differentiation in the classroom, by specific arrangements for individual children at playtimes, mealtimes and when moving around academy. There is a whole academy response towards some children when this is considered appropriate.

Curriculum Intent and Implementation

We aim to enable our SEN children to be challenged with a curriculum that considers their starting points within its 'Intent' and their progression throughout. Work in all subject areas is differentiated to enable all children to succeed and make excellent progress from their own starting points. We ensure the curriculum is inspiring, relevant to the context and remains broad throughout both key stages. All members of the teaching staff consider themselves to be Special Needs teachers and therefore design their curriculum around the needs of each cohort, bearing in mind previous gaps in knowledge and skills.

Below is a list of the main broad areas of need that we are able to provide for:

Broad Areas of Need:	Relating to difficulties with:
Communication and Interaction	Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of

	<p>speech, language or social communication at different times of their lives.</p> <p>Children and young people with an Autistic Spectrum Disorder, including Asperger's Syndrome, are likely to have particular difficulties with social interaction.</p>
Cognition and Learning	<p>Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation.</p> <p>Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD).</p> <p>Specific learning difficulties (SpLD) such as dyslexia, dyspraxia and dyscalculia come under this term.</p>
Social Emotional and Mental Health Difficulties	<p>Children and young people may experience a wide range of social and emotional difficulties which present themselves in many ways. They may:</p> <ul style="list-style-type: none"> • have difficulty in managing their relationships with other people • be withdrawn • behave in ways that may hinder their and other children's learning or that have an impact on their health and wellbeing <p>This broad area includes attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD) or attachment disorder. It also includes behaviours that may reflect underlying mental health difficulties such as anxiety, depression, self-harming and eating disorders.</p>
Sensory and or Physical Difficulties	<p>Where children and young people have visual and/or hearing impairments, or a physical need that means they must have additional on-going support and equipment.</p>

Policies for identifying children with SEND and assessing their needs:

- Special Education Needs and Disabilities Policy
- Safeguarding and Child Protection Policy (including E-Safety)
- Accessibility Policy
- Administering Medicines Policy

- Intimate Care Policy
- Behaviour and Anti Bullying Policy
- Teaching and Learning Policy
- Admission Policy
- Attendance Policy

The named SENCO is Mrs Julie Watson

Please contact through the academy office: 01302 230700 or email julie.watson@carrlodgeacademy.org

Arrangements for consulting with parents of children with SEND and involving them in their child's education

At Carr Lodge Academy we:

- Hold statutory annual review meetings for those students with an Education Health Care Plan
- Hold regularly monitoring and review meetings for children with WAVE 2 or above SEND needs
- Attend meetings with transition schools to further address the needs of pupils with SEND
- Attend Team Around the Child/Multi-agency meeting as appropriate
- Hold twice yearly parent consultation meetings
- Communication books are put in place where necessary to support home-school communication for children with additional needs.

Arrangements for consulting with young people with SEN and involving them in their education

At Carr Lodge Academy we promote pupil voice in decision making around the support and education of our children. At an age-appropriate level we will include the child in planning, monitoring and reviewing their educational provide including:

- Discussions around individual targets
- Discussions around use of additional support and resources
- Include the child in discussions with outside agencies including: Hearing/Visually Impaired Service, Educational Psychology, Occupational Therapy, CAMHS, etc
- Discussions with the SENCo
- Attending My Support Plan and Education, Health and Care Plan meetings as appropriate.

Arrangements for assessing and reviewing children's progress towards outcomes

All children throughout the school are monitored regularly to ensure they continue to access the curriculum successfully and to help early identification of any area of concern. A range of evidence is collected through the usual assessment and monitoring arrangements, as well as regular formal discussions between the SENCo and the class teachers. For children with SEND progress can be monitored in relation to their additional needs this may be fortnightly, monthly or half termly.

The school adopts the levels of intervention as described in the SEND Code of Practice, July 2014. The Code of Practice advocates a graduated response to meeting pupils' needs. When they are identified as having SEND, the school will intervene through. These are often described as Waves of intervention:

WAVE 1: Quality first teaching through differentiation in English and Maths lessons.

WAVE 2: Small group support for those pupils who are achieving below age expected levels.

WAVE 3: Focused, individualised programmes for pupils working well below age expectation.

Wave 2- (Intervention)

Intervention is characterized by interventions that are different from or additional to the normal differentiated curriculum. Wave 2 intervention can be triggered through concern, supplemented by evidence that, despite receiving differentiated teaching, pupils:

- **Make little or no progress**
- **Demonstrate difficulty in developing Reading, Writing or Mathematics skills**
- **Show persistent emotional/behavioural difficulties which are not affected by behaviour management strategies**
- **Have sensory/physical problems, and make little progress despite the provision of specialist equipment**
- **Experience communication and/or interaction problems and make little or no progress despite experiencing a differentiated curriculum**
- **The child is working below age related expectations.**

Support Plans & One Page Profiles

If the school decides, after consultation with parents, that a pupil requires further support in addition to good quality first teaching and interventions to make progress, the SENCO, in collaboration with teachers, will support the assessment of the pupil and have an input in planning future support. The class teacher will remain responsible for planning and delivering individualised programmes. Parents will be closely informed of the action and results. At this stage there may also be involvement of external services. Placement of a pupil at this level will be made by the SENCO after full consultation with Class Teacher and Parents. External support services will advise on targets and provide specialist input to the support process. The circumstance under which we would begin a Support Plan are:

- **Still makes little or no progress in specific areas over a long period**
- **Continues to work at National Curriculum levels considerably lower than expected for a pupil at a similar age**
- **Continues to experience difficulty in developing Literacy/Numeracy skills**
- **Has emotional/behavioural problems that substantially impede their learning**
- **Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists.**
- **Has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning**

Parental consent is sought before any external agencies are involved. Each child is supported by teacher or TA and a One Page Profile is written. This is a document which outlines 'What people like and admire about me', 'What makes me Happy' and 'How I want to be supported'.

Education Health and Care Plans

“Needs Led Not Diagnosis Led”

Where, despite having taken relevant and purposeful action to identify, assess and meet the SEND of the child, the child has not made expected progress, we or the child’s parents will consider requesting an Education, Health and Care needs assessment. The school will have the following information available to show the SEN Support given:

- **The interventions at Wave 2**
- **Current and past One Page Profiles**
- **Information on the pupil’s health and relevant medical history**
- **Assessment information (including National Curriculum levels if appropriate)**
- **Other relevant assessments & reports from external agencies**
- **The views of parents**
- **Where possible, the views of the pupil**

An Education, Health and Care Plan will normally be provided where the LA considers the pupil requires provision beyond what the school can currently offer. However, the school recognises that a request for assessment does not necessarily lead to an Education, Health and Care Plan or increase in financial provision.

The approach to teaching children with SEND

All pupils should have access to a broad and balanced curriculum. Teachers set high expectations for every pupil, whatever their prior attainment. Teachers use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty are identified and addressed at the outset. Lessons are planned to address potential areas of difficulty and to remove barriers to pupil’s achievement. Planning will mean that pupils with SEN and Disabilities will be able to study the full National Curriculum in order to achieve this the teacher may need to prepare additional support including specific resources, prior intervention and adult guidance as appropriate.

- The school will support your child through a clear joint plan of action this sometimes takes the form of a ‘One Page Profile’. A ‘One Page Profile’ outlines the support and strategies used with your child in order to meet their needs. This is shared with all adults in school through regular Special Educational Needs meetings, Staff Meeting and daily team briefings
- Teachers refer closely to the SEND Code of Practice, July 2014. As the child moves through school any action taken/support given with regard to SEND is recorded and kept in the child’s file & SEND folder if necessary.
- If initial concerns have been expressed about a child, the class teacher and SENCO make a joint decision about placing the child on the SEND Register. (We also maintain a separate Medical Needs Register).
- Academic progress against the National Curriculum age related expectations is monitored on a termly basis by the Senior Leadership Team however a One Page Profile can be monitored as frequently or infrequently as all parties involved feel necessary.

How adaptations are made to the curriculum and the learning environment of children with SEN

The SENCO alongside appropriate staff will identify students that require ‘additional to’ and ‘different from’ provision and makes appropriate adaptations and arrangements to meet these needs.

The academy has the following facilities: wheelchair access, disabled toilet, changing facilities, showers, easy access for taxis/other transport.

The expertise and training of staff to support children with SEN, including how specialist expertise will be secured

When appropriate, a programme of professional development/staff training will be organised in relation to different SEND need types, to allow staff to feel confident that they are providing a rich and varied learning environment for students and that reasonable adjustments are made. The SENCO and senior leaders aim to empower staff so that there is a good level of understanding related to individual children as well as general needs and conditions.

Recent training has included understanding around Child and Adolescent Mental Health and appropriate strategies and supporting children with ASD.

Evaluating the effectiveness of the provision made for children and young people with SEN

The SENCO and Senior Leader monitor the effectiveness of the SEN provision through;

- regular meetings with class teachers
- learning walks
- regular reviews of intervention programs
- annual review meetings for children with EHC Plan
- update meetings with support staff
- Analysis of progress against baselines
- the SEND Policy is regularly updated and evaluated.

How children and young people with SEND are able to engage in the activities available with children and young people in the school who do not have SEND

Carr Lodge Academy believes in equal opportunities for all children. In order for children with SEND to be able to access extra curricular activities extra adult supervision amendment of resources and appropriate adaptations will be made.

Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEND and measures to prevent bullying

Carr Lodge Academy provides a 'bespoke' approach to providing social and emotional support for children with SEND.

This has been done through practice such as:

- Thrive
- Mentoring e.g Horizons and play for purpose
- Socially Speaking Intervention
- Time to Talk Intervention
- Zoned Areas of the classroom and playground to provide 'secure spaces' for children
- Implementation of the behaviour policy is the responsibility of all staff working in schools
- It is the responsibility of the SENCO, with support of class teacher and parents, to provide an alternative Behaviour Plan, where the behaviour policy can not meet the needs of the child
- We refer to outside agencies such as Behaviour Support and Child and Adolescent Mental Health Service where appropriate

- We attend Team Around the Child and Common Assessment Framework Meetings at an appropriate location for all parties
- We follow safeguarding and child protection procedures
- We adapt a clear line of communication and reporting between all staff and the SENCO.

How the school involves 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 families

Carr Lodge Academy is building a good network of support through the local authority, pyramid schools and social care and health services including:

- Educational Psychology Service
- Occupational Therapy
- Physiotherapy
- NHS School Nursing Service
- Social Care
- Visual Impairment Service
- Hearing Impairment Service
- Speech and Language Therapy
- ASCETs
- Families First/Safer Families Service
- Early Help Hub
- CAMHs

More information can be found at:

<http://www.doncasterchildrenandfamilies.info/thelocaloffer.html>

Families are encouraged to access SAIDSEND - Support, Advice, Information Doncaster Special Educational Needs and Disabilities (formerly Parent Partnership Services) for impartial support and advice or to bring an appropriate relative or friend to meetings if they wish to do so.

- tel: 01302 736920
- email: saidsend@doncaster.gov.uk

Arrangements for handling complaints from parents of children with SEN about the provision made at the school. The above authority should include arrangements for supporting children and young people who are looked after by the local authority and have SEN

Carr Lodge Academy has a complaints procedure for all to follow.

- Parents of SEND children are free to contact the SENCO whenever there is a concern and meet to resolve any issues as quickly as possible
- Formal meetings will take place where appropriate
- Where appropriate an action plan may be put in place and shared with all staff.

All complaints will be dealt with thereafter by the Headteacher through the complaints procedure of the academy. The chair of governors may be involved if necessary. In the case of an unresolved complaint support can be sought from the Local Authority.

Sarah Cope (Vice Principal)

Julie Watson (SENCO)