



Carlton VC Primary School

SEND Information report 2023-4

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| Approved by: | Mrs. J Bevis and School Governors | Date: |
| Written by: | Mrs. A Frost | Date: January 2024 |
| Last reviewed on: | 01/09/24 | |
| Next review due by: | September 2025 | |

Introduction

Welcome to our SEND information report which is part of the Bedford Borough Local Offer for learners with Special Educational Needs or Disabilities (SEND).

The Children and Families Act 2014 requires governing bodies of or the proprietors of schools to publish and keep information on their website about the implementation of the Governing Body's or the proprietor's policy for pupils with SEND. This SEND information report is kept under review and updated annually.

At Carlton Primary School we are committed to working together with all members of our school community. Our local offer has been produced with pupils, parents/carers, governors, and members of staff. We would welcome your feedback and comments on our offer, so please do contact us. The best people to contact are:

Headteacher Mrs Jo Bevis
Special Needs Coordinator (SENDCO) - Mrs Aleshia Frost
SEND Governor – Mrs Hilary Tuohy

Our Approach to Teaching Learners with SEND

Carlton is an inclusive, mainstream school in which the teaching and learning, achievements, attitudes and well being of every young person matters. We believe in participation and equal opportunities for all. We ensure that all pupils 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 in place for SEND, taking into account the Code of Practice (2014 updated 2015)

- We are committed to remove barriers to learning and participation, that can hinder or exclude pupils with special educational needs
- We have systems in place, that allow for the early identification of barriers to learning and participation
- We have high expectations and set suitable targets for all children
- We work in partnership with the children and parents, drawing on parents' knowledge and expertise about their child, and encouraging the child to express their views.
- We work closely with other local schools and outside agencies to develop provision and practice
- We are committed to developing the skills and knowledge of staff so they can provide high quality support
- We have an effective review cycle that allows us to monitor, review and plan for the next steps of development, with staff continually assessing to ensure that learning is taking place and any interventions are having a positive impact.
- The whole school system for monitoring progress includes regular pupil progress meetings,

Identifying the Special Education Needs of pupils

At different times in their school career, a child or young person may have a special educational need or have a barrier to their learning. The Code of Practice 2014 defines SEND as follows:

“A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty, barrier to learning, or disability if he or she:

- (a) has a significantly greater difficulty in learning than the majority of others of the same age: or
- (b) has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”

The broad ‘areas of need’ are:

Communication and Interaction
Cognition and learning
Social, Emotional and Mental Health Difficulties
Sensory and Physical Needs

Where pupils’ progress is significantly lower than that of their peers, or fails to match their previous rate of progress, despite Quality first teaching targeted at specific areas of difficulty, it **may** be that the child has SEND. All children are closely tracked from their baseline assessment on entry to school, enabling early identification and intervention. Information will be gathered seeking the views of, parents and child, as well as from teachers and assessments.

Carlton uses the ‘Bedford Borough Council SEND Guidance on Special Educational Needs – a graduated response 2019’ & ‘Guidance on Meeting Special Educational Needs in the Early Years Foundation Stage: a graduated response 2019’ in order to assist in ascertaining the needs of pupils. Carlton also uses the Bedford Psychology Buy Back, to provide training, support and assessment.

There can be many reasons for learners ‘falling behind’. These may include absences from school, attending lots of different schools, difficulties with speaking English, or SEMH concerns that hinder their learning. At Carlton Primary School we are committed to ensuring that all learners have access to learning opportunities, and for those who are at risk, we will provide interventions. This does not mean that all vulnerable learners have SEND, there are many other factors that might be influencing this. Only those with a SEND will be provided with special educational provision.

A Graduated Approach to SEN Support

All children within our care will have access to quality first teaching provided by each and every member of staff. All teachers are responsible and accountable for the progress and development of the pupils in their class/classes, including where pupils access support from teaching assistants or specialist staff.

High quality teaching, differentiated for individual and groups of pupils, is the first step in responding to pupils who have or may have special educational needs. Additional intervention and support cannot compensate for a lack of good quality teaching.

High quality teaching is promoted in our schools through performance management procedures, these may include:

- Learning walks by all curriculum leaders
- Lesson observations
- Work scrutiny
- Structured conversations with staff
- Pupil voice
- Training
- Pupil progress meetings

The Senior leadership team regularly observe, assess and record the progress of all children; this system is used to identify children who may have additional needs.

This system includes reference to information provided by:

- Regular and frequent data analysis
- Baseline assessment results
- Progress measured against agreed expectations
- Standardised screening and assessment tools
- Observations of behavioural, emotional and social development
- An existing Education Health and Care Plan
- Assessments by a specialist service, such as educational psychology, identifying additional needs
- Assessments by medical services, such as Paediatrician, Occupational Therapist
- Another school or LA which has identified or has provided for additional needs
- Information provided by parents, carers and the pupil
- Information provided by teachers and departments

Based on the observations and assessment data and following a discussion between the class teacher, SENDCO and parent, children may be recorded as needing either additional support or learning opportunities.

The children and young people that are recorded as having SEN Support are placed on an APDR. Children can only be placed on an APDR if all QFT has been tried and their need falls into this category. The 'Bedford Borough Council SEND Guidance on Special Educational Needs – a graduated response 2019' & 'Guidance on Meeting Special Educational Needs in the Early Years Foundation Stage: a graduated response 2019' are used in making these decisions. If the child or young person has reached their desired outcomes they will no longer be documented on the school system as having SEN Support, but can be placed back on again if their need changes.

If SEN support has not had the appropriate impact then a referral can be made to specialist external agencies and professionals for further assessment and advice. All members of staff and parents can raise their concerns to the SENDCO and/or appropriate member of the Senior Leadership Team, who will then decide how to proceed. The SENDCO will contact the schools Educational Psychologist and discuss the completion of an Early Help assessment (EHA).

If this is agreed this is then completed with the SENDCO and parent and the class teacher and headteacher will also add information if they feel it is relevant. This Early Help Team will then decide what steps need to be taken next.

If the outcome of the EHA is to proceed with an Education, Health and Care Needs Assessment. The Head teacher, SENDCO, class teacher, parent, TAs and pupil will provide evidence and documentation to complete the ECHNAF form which will then be sent to the local authority.

The local authority have 6 weeks to decide if they feel a plan needs to be considered and will reply to the school and parent regarding this.

If this is agreed all professionals involved with the child, including the parents will be asked to complete an Advice document which provides more detail and submit within 6 weeks.

Within 20 weeks of the first application being processed the EHCP should be issued.

If the EHCP is refused the parents have the right to appeal.

What should I do if I think my child may have Special Educational Needs or if I am concerned about their progress in school?

If you have any concerns regarding your child's progress, SEND provision or well-being, please speak to your child's teacher in the first instance. If you still have concerns contact Mrs Frost (SENDCO) via the school office to make an appointment. If there continues to be cause for complaint parents should contact Mrs Hilary Tuohy the SEND governor.

Support for Children with Special Educational Needs

Class teacher input (High Quality First Teaching)

Every Teacher is required to adapt the curriculum to ensure access to learning for all children in their class. Our Teachers will use various strategies to adapt access to the curriculum, for example:

- Visual timetables
- Now and next boards
- Concrete apparatus and learning resources
- Plan lesson considering different learning styles
- Adapt teaching style
- Scaffolding
- I-pads, computers or other alternative recording devices
- Peer buddy systems
- Motivation systems

If a learner is identified as having SEND, we will provide provision that is '**additional to or different from**' a normal differentiated curriculum. The type of support is dependent on the individual learning needs, and is intended to enable access to learning and overcome the identified barrier to learning. The class teacher will work closely with the Special Educational Needs coordinator (SENDCO), to devise interventions additional to or different from those provided.

When providing support that is 'additional to' or 'different from' we engage in a four stage

process: Assess, Plan, Do and Review (APDR).

Assess – this involves taking into consideration all the information from discussions with parents or carers, the class teacher, other staff 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. This will be recorded on an APDR and will form the basis of termly review meetings.

Do- Providing the support, extra assistance for learning or learning aids, as set out in the APDR.

Review- measuring the impact of the support provided, and considering whether changes to that support need to be made. All parties, child, parent or carer, teacher, teaching assistant (TA) and SENDCO contribute to this review. This then informs the next cycle, if necessary. Teachers and TAs hold daily meetings to discuss the progress of learners as well as half termly meetings with the Senior Leadership Team (SLT).

This additional support, 'intervention', will be targeted to meet the child's needs, and will target the area of difficulty. Support may be provided in class or in another area of school, on a 1:1 basis or as part of a small group of learners with similar needs. These 'interventions' may be run by a teacher or a trained teaching assistant. The support provided, and its impact in class, will be monitored closely and discussed regularly with the child and their parents or carers.

For some learners we may want to seek advice from specialist teams, with the parents' or carers' consent. This might involve:

- Educational Psychologist
- Speech and Language Team (SALT)
- Early Years Advisory Service
- Autistic Spectrum Advisory teacher
- Occupational Therapist

The school provision map describes the interventions and actions that we undertake at Carlton VC CofE Primary School to support learners with SEND across the year groups. We modify the provision map regularly, and it changes every year, as our learners and their needs change.

Our provision map is shared with governors who are able to ensure that we monitor the impact of these interventions on learning across the school.

We also employ Teaching Assistants to deliver the interventions in the provision map as co-ordinated by our SENDCO.

While the majority of learners with SEND will have their needs met in this way, some children with severe and complex needs may require a statutory assessment of their needs to determine whether it is necessary for the Local Authority to write an Education Health and Care Plan (EHC). The school or parents/carers can request the Local Authority to carry out this assessment.

Assessing the Impact of Interventions

Monitoring and tracking progress is an integral part of teaching and leadership within Carlton Primary School. Parents/carers, pupils and staff are involved in reviewing the impact of interventions for learners with SEND.

A baseline assessment will take place at the beginning of an intervention, against which progress will be measured, and a target outcome set. Regular reviews will take place to ensure the intervention is having the intended effect and to adapt if required.

Teachers meet once a week with the intervention teachers to provide work for interventions, monitor and discuss next steps. This information is then used to help complete the termly reviews, which will involve the child, parents or carers and class teachers.

Summative testing each half term takes place each half term which is also used to identify SEND and monitor progress, The Year 1 phonics test and Year 4 Times Table tests will also help to inform learning needs.

Emotional and Social Development –support for child's overall well-being

Carlton Primary is a small rural school, with a caring, friendly, nurturing ethos. Christian Values are embedded in the school and the well being of all children is at the forefront of everything we do. We use a range of positive behaviour strategies including the implementation of Zones of Regulation (ZOR) We have a robust safeguarding policy in place which works alongside the Behaviour policy.

We are proactive in supporting and encouraging children with SEND to take on responsibility in class and across the school e.g. Head Boy/Girl, School/Eco Council, Sports Council, PlayPals. Success, participation and achievement in all areas of home and school life are praised and celebrated. Medicines are administered by trained members of staff in the office (Mrs Barker, Mrs Pinfold and in addition to this Miss Notaro also holds a certificate in giving out medicine). Some staff members have received Child and Mental Health training (CAMH).

Funding for SEND

- The school budget, received from Bedford Borough LA, includes money for supporting children with SEND and disabilities.
- The Head Teacher and SENDCO decides on the deployment of resources for Special Educational Needs and Disabilities (SEND) in consultation with the school governors, on the basis of needs in the school.
- The Head Teacher /SENDCO and SLT 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 and decide what resources/training and support is needed.
- The information is recorded on the school provision map

Opportunities outside the classroom/Enrichment Activities

At Carlton VC CofE Primary School we believe all learners should have the same opportunity to access extra-curricular activities. We offer a range of additional clubs, activities and trips and we are committed to making reasonable adjustments to ensure participation for all. Before and After

School provision is accessible to all children including those with SEND. The SENDCO liaises closely with club leaders to provide support and ensure child's needs are met. Please contact the Headteacher if your child has any specific requirements for extra-curricular activities.

In Service Training/ Support for Staff

The SENDCO supports the class teacher in planning for children with SEND alongside supporting with writing ADPRs and reviewing them. Training from courses attended from by the SENDCO if felt relevant is also disseminated to staff through staff meetings.

The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on Equality Act 2010, dyslexia, Autism, working memory, speech and language and communication difficulties and supporting children having difficulties with numeracy,

Individual teachers and support staff attend training courses run by outside agencies that are relevant to their role or the specific needs of children in their class.

For example: Supporting children in the Early Years Foundation Stage, Supporting children with ADHD, Supporting children on the Autistic Spectrum, Teamteach, Trauma Training, Makaton Training

Accessibility

- The building and grounds are accessible:
- The building is on one level with ramps at main entrances
- There are two disabled toilets on site – one in main building and one in the new Year 5/6 classroom
- Disabled parking bay

Preparing and supporting children in joining the school or for taking the next step

Transition is a part of life for all learners, whether that involves moving to a new class in school, having a new teacher, or moving on to another school. We recognise that transition is an important time for all children, but especially for a child with SEND. Consequently we work closely with parents, children and staff to ensure these transitions run as smoothly as possible.

Children joining nursery:

Staff make visits to the feeder setting or home before a child is due to start Nursery. This takes place in the weeks before the child is due to start and use this opportunity to discuss any concerns with parents. If this meeting raises concerns the SENDCO will become involved.

Children joining at beginning of Nursery:

Staff make several visits to feeder settings. During the summer term prior to them starting school, the child will visit school accompanied by parent and /or staff member. Staff make home visits and a meeting will be held with parents and SENDCO to discuss provision, needs and concerns.

Children moving to another school:

We will contact the school SENDCO and ensure he/she knows about any special arrangements or support that is required for your child

We will ensure that all records about your child are passed on as soon as possible.

Planning for transitions within school will take place in the Summer Term. Staff work very closely together, sharing information, including APDRs, and planning next steps. Staff will visit the child in their current class and make arrangements for the child to spend time in their new classroom, building up relationships and learning routines etc before the move.

During Year 6, the SENDCO and child's class teacher will discuss the specific needs of your child and support that has proven effective, with the SENDCO at their next school. Where possible, children will visit their new school on several occasions, and staff from the new school will visit him/her at Carlton. In some cases, a member of Carlton staff will accompany the child on visits to their next school.

Have your say

This SEND report details our annual offer to learners with SEND, but to be effective it needs the views of all: parents/carers, learners, governors and staff.

Please engage with our annual process to 'assess plan, do and review' provision for SEND.

If you have any comments please contact Mrs Aleshia Frost (SENDCO)

Tel: 01234 720281, afrost@carltonvcprimary.co.uk or Mrs Jo Bevis (Headteacher) on admin@carltonvcprimary.co.uk

Useful links

<https://localoffer.bedford.gov.uk/kb5/bedford/directory/home.page> (Local offer)

<https://localoffer.bedford.gov.uk> (Local offer, search graduated response)

http://www.bedford.gov.uk/education_and_learning/special_educational_needs_-SEND.aspx

SENDdadvice@bedford.gov.uk SENDD Advice for parents and carers

<https://www.gov.uk/government/organisations/department-for-education>
www.carltonprimary.uk.org