

# Carleton Endowed CE Primary School



*A faithful community that loves, lives and learns with hope and joy; where  
Everyone is valued and encouraged to flourish*

## SEND Information Report

Policy creation	January 2024
Date of adoption by Local Academy Council	February 2024
Date of next review	February 2025

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website [here](#)

You can find out about North Yorkshire's SEND Local offer here: [SEND Local Offer](#)

**Note:** If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

## 1. What types of SEN does the school provide for?

**At Carleton Endowed CE Primary School we cater for a range of different SEN needs.**

Currently this includes:

- Autism Spectrum Disorder,
- Specific learning difficulties including dyslexia, dyspraxia and dyscalculia
- Moderate Learning difficulties,
- Speech and Language disorders,
- Social, Emotional and Mental Health difficulties,
- Sensory and/or physical needs.

## 2. Which staff will support my child, and what training have they had?

### **Our special educational needs co-ordinator, or SENCO:**

Our SENCO is Miss Turner. She can be contacted via the school office on 01756 792910 or [admin@carletonendowed.com](mailto:admin@carletonendowed.com)

Miss Turner is an experienced teacher who is new to the role of SENCO she is currently supported by Mrs Dudman, Headteacher. Miss Turner has attended LA New SENCO training and will commence the National professional qualification for SENCOs in Autumn 2024.

### **Teaching staff**

All of our teaching staff receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

Our practice is informed by the Thrive approach and the whole staff team have had Thrive training.

Lesley Day is our trained Thrive practitioner.

We have a team of teaching assistants who are trained to deliver SEN provision and interventions, such as

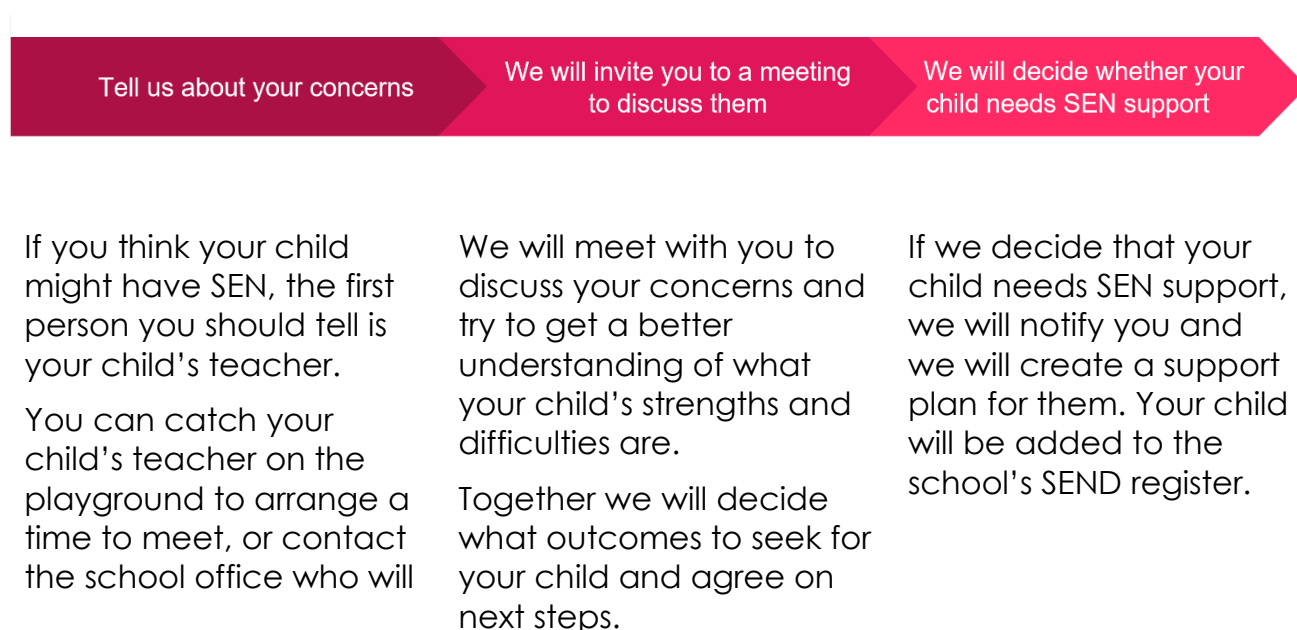
- Speech and language interventions,
- Thrive,
- Lego therapy,
- Little Wandle phonics interventions
- Numberstacks,
- Colorful semantics
- Zones of Regulation

### External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- North Yorkshire Council SEND hubs
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Social services and other LA-provided support services

### 3. What should I do if I think my child has SEN?



arrange the meeting for you.

You can also contact the SENCO directly through the school office.

We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

#### **4. How will the school know if my child needs SEN support?**

If you think your child may have SEND, we will observe closely, assess what may be causing the difficulties and share with you what we will do as a school to support you and your child. We talk to parents and children regularly and liaise with other members of school staff.

We have a range of assessments which can be used within school to help identify the specific difficulties your child may be experiencing. For example:

- At a Glance is a one page overview of a child's strengths and areas of need
- The Diagnostic Reading Analysis can help identify a difficulty with reading fluency, decoding or comprehension.
- Thrive assessment can help to identify emotional development needs
- The SpLD Handbook contains a variety of assessments which we may use.
- The neurodiversity check list is an early identification tool for children who are falling behind in the classroom
- The Visual Assessment can help assess whether your child would benefit from the use of a coloured overlay to improve their reading.

There are also assessments which we can ask you to support with to help identify the difficulties your child may be experiencing. These include:

- The BDA Dyslexia / Dyspraxia Checklists
- The Social Communication Checklist
- Boxall assessments
- ELSA assessments
- Sensory profile
- SNAP assessments

With most of these documents, you complete your version, the pupil (where appropriate) completes a version and school (usually the class teacher) completes a version. The results are then pulled together and discussed with you.

If a teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra tuition to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, the North Yorkshire Send Hub, or a paediatrician.

Based on all of this information, the SENCO will decide whether your child needs SEN support.

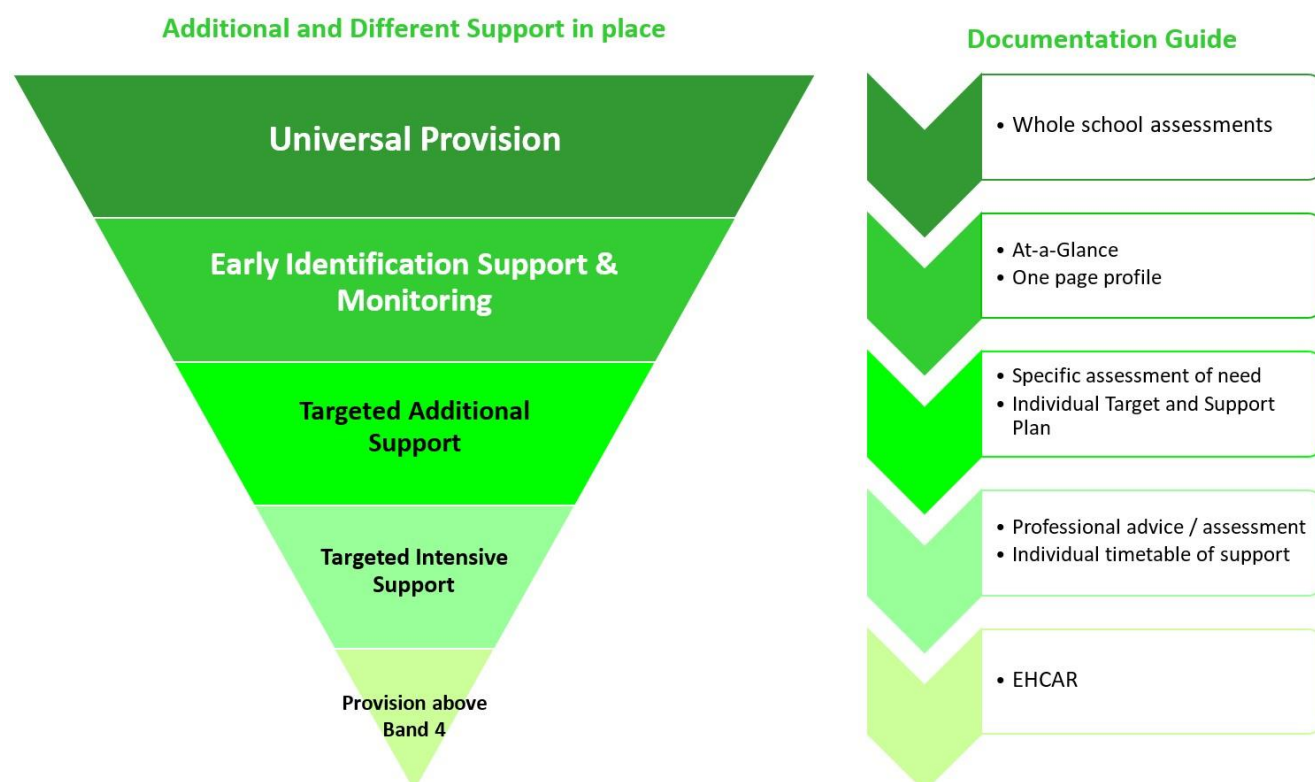
If your child does need SEN support, their name will be added to the school's SEN register, and the SENCO will work with you to create a SEN support plan for them.

## 5. How will the school measure my child's progress?

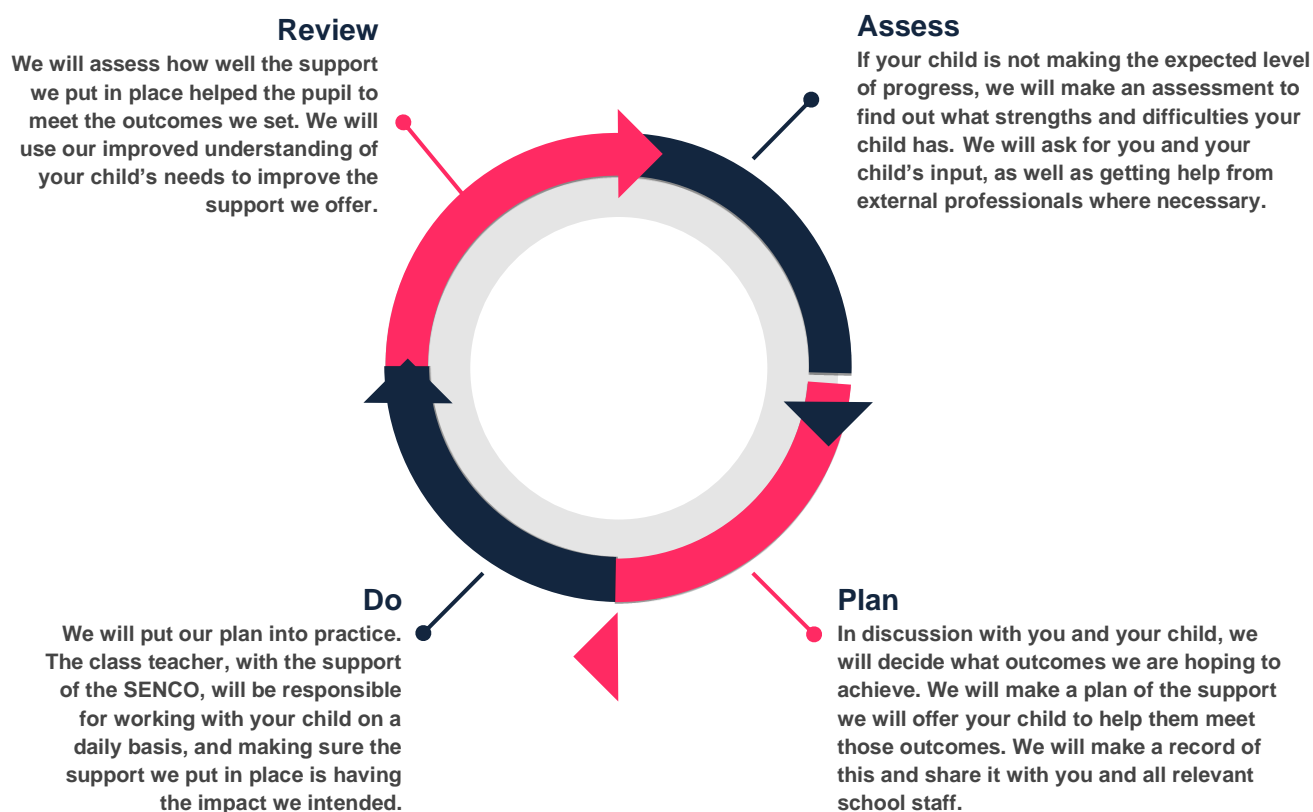
We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.

### LDLT Graduated Approach



Required Provision	Support & Provision in Place	Assessment & Monitoring	Monitored By
<b>Universal Provision</b>	<ul style="list-style-type: none"> <li>Quality First Teaching</li> <li>Adaptive Curriculum</li> <li>Assessment for Learning</li> </ul>	<ul style="list-style-type: none"> <li>Pupil Progress Meetings</li> <li>Progress Data</li> </ul>	<ul style="list-style-type: none"> <li>Class Teachers</li> <li>Phase Leaders</li> <li>SLT</li> </ul>
<b>Early Identification Support &amp; Monitoring</b>	As above plus <ul style="list-style-type: none"> <li>Support within classroom</li> <li>Further adapted scaffolded provision</li> <li>Close support / monitoring in class</li> </ul>	<ul style="list-style-type: none"> <li>Pupil Progress Meetings</li> <li>Progress Data</li> <li>At-a-glance document</li> <li>One page profile</li> </ul>	<ul style="list-style-type: none"> <li>Class Teachers</li> <li>Phase Leaders</li> <li>SLT</li> </ul>
<b>Targeted Additional Support</b>	As above plus <ul style="list-style-type: none"> <li>Individual targets / resources (<i>See LDLT Provision &amp; Resources</i>)</li> <li>Additional and different support</li> <li>Evidence based interventions</li> <li>Identified on school provision and intervention maps</li> </ul>	<ul style="list-style-type: none"> <li>SEND Register</li> <li>Specific assessments of need (<i>see LDLT Assessments</i>)</li> <li>Individual Target and Support Plan reviewed termly</li> <li>Pupil / parent views</li> <li>Pupil Progress Meetings</li> <li>Progress Data</li> </ul>	<ul style="list-style-type: none"> <li>Class Teachers</li> <li>Phase Leaders</li> <li>SLT</li> <li>SENDCo</li> </ul>
<b>Targeted Intensive Support</b>	As above plus <ul style="list-style-type: none"> <li>Referral for further specialist advice (NYCC SEND Hub)</li> <li>Increased support from appropriate adults</li> </ul>	<ul style="list-style-type: none"> <li>Individual timetable of support</li> <li>External monitoring of provision (SEND Hub)</li> <li>Increased reviews of support</li> <li>External assessments</li> </ul>	<ul style="list-style-type: none"> <li>Class Teachers</li> <li>Phase Leaders</li> <li>SLT</li> <li>SENDCo</li> </ul>
<b>Provision above Band 4 (NYCC EHCP Banding)</b>	As above plus <ul style="list-style-type: none"> <li>EHCAR (Education, Health &amp; Care Plan Assessment Request)</li> </ul>	<ul style="list-style-type: none"> <li>EHCP</li> <li>Annual Review Meeting &amp; Report</li> </ul>	<ul style="list-style-type: none"> <li>Class Teachers</li> <li>Phase Leaders</li> <li>SLT</li> <li>SENDCo</li> </ul>



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve. These will be written in their support plan.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

## **6. How will I be involved in decisions made about my child's education?**

Communication with you about your child's education includes the following as standard:

- Half termly Curriculum letters and Bulletins
- Weekly newsletters
- Emails or letters to inform you if your child has been selected to take part in an intervention – this will explain why your child has been selected and offer you an opportunity to discuss further if required
- Twice yearly parent consultation evenings
- Annual school report
- Ongoing opportunities to speak to your child's class teacher, SENCo or Headteacher as needed either by appointment or informally, for example on the playground before school
- Parent forum workshops to support your understanding of the curriculum and expectations
- Annual reports

If your child has a support plan your child's class teacher will meet you termly to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher.

## **7. How will my child be involved in decisions made about their education?**

The level of involvement will depend on your child's age, and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

## **8. How will the school adapt its teaching for my child?**

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class. High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.



These adaptations include:

- Adapting our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, adapting curriculum maps etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support pupils on a 1-to-1 basis when appropriate
- Teaching assistants will support pupils in small groups when appropriate

You can also view our **accessibility plan** [here](#) which shows how Carleton School intends to improve access for pupils with disabilities.

## **9. How will the school evaluate whether the support in place is helping my child?**

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks (for most interventions)
- Using pupil questionnaires
- Monitoring by the SENCO
- Using support plans to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

## **10. How will the school resources be secured for my child?**

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover basic costs. If funding is needed beyond this, we will seek it from North Yorkshire Council.

## **11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?**

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trips to High Adventure and Marrick Priory. Thorough risk assessments are made prior to any school trip and these are discussed with both the SENDCo and a child's parents or carers as necessary. A joint decision is made as to the correct level of support required to access learning off-site, based on individuals' needs.

All pupils are encouraged to take part in all special days and activities arranged by the school.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

## **12. What support will be available for my child as they transition between classes or settings?**

### **Between years**

To help pupils with SEND be prepared for a new school year we:

- Ask both the current teacher and the next year's teacher to attend a final meeting of the year when the pupil's SEN is discussed
- Schedule transition lessons with the incoming teacher towards the end of the summer term
- On occasion pupils may come in to school before the start of term to see their new classroom

### **Between schools**

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

If your child is moving to secondary school the SENCO of the secondary school will usually come into our school for a meeting with our SENCO. They will discuss the needs of all the children who are receiving SEN support.

Pupils will be prepared for the transition through activities such as :

- Practising with a secondary school timetable
- Learning how to get organised independently

- Additional transition days

### **13 What support is in place for looked-after and previously looked-after children with SEN?**

Mrs Dudman is the designated person for looked-after children. She will work with Miss Turner, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

### **14 What should I do if I have a complaint about my child's SEN support?**

Complaints about SEN provision in our school should be made to Mrs Dudman in the first instance. If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves. You will then be referred to the LDLT complaints policy which can be found on the LDLT website [here](#)

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

### **15. What support is available for me and my family?**

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at the North Yorkshire Local offer: [SEND Local Offer](#)

Our local special educational needs and disabilities information advice and support services (SENDIASS) can be found here: [sendiassnorthyorkshire.co.uk](http://sendiassnorthyorkshire.co.uk)

National charities that offer information and support to families of children with SEND are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

## 16. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision which meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages