

## Special Educational Needs and Disability Annual Report to Parents

Updated Autumn 2020

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### Our Vision

We believe in removing barriers to learning to ensure 'Achievement for All'. We embrace a whole school inclusive ethos and genuine belief in all children achieving their full potential and fostering a life-long love of learning. The inclusion of pupils identified as having Special Educational Needs and Disability (SEND) is integral to the diversity and richness of our school.

### Our Aims

- To recognise and celebrate every child's potential for success
- To seek the views of pupils with SEND and involve them as far as possible with decisions to ensure that they can take as full a part as possible, in all school activities with barriers identified and reasonable adjustments implemented (Equality Act 2010)
- To ensure that parents/carers of pupils with SEND have information and an understanding of their child's progress and attainment so that they are actively involved in decisions affecting their child's provision and learning experience
- To ensure there is an atmosphere of tolerance and understanding of pupils with SEND where all pupils recognise and celebrate their differences
- To promote and encourage independent learning. We recognise that everyone learns differently and that positivity, resilience, goal setting, self-awareness, cooperation and making mistakes are all part of learning

- To teach in an innovative way that encourages passion and motivation in children and staff. Quality teaching is based on strong relationships, high expectations, exciting curriculum and, where appropriate, the imaginative use of new technologies

### **Identification of pupils with SEND**

Most children come to us with any SEND already identified. However, we also may identify that a child has a barrier to learning which requires additional support to improve their learning outcomes. In these circumstances, school will work in close partnership with parents/carers and where appropriate, outside agencies to clarify the barriers and develop a plan of support. This is based on a variety of factors which may include for example, academic progress/assessments carried out by teaching staff/other professionals, knowledge of the child's social and emotional wellbeing and information given by the family.

Some children may have an ongoing barrier to learning but others may require only short-term support for example, in the case of a social/emotional barrier. Support for a longer period of time will ensure that they can access the curriculum effectively and be fully included in classroom learning and school events. Support will be planned by the team around the child including the SENCO, class teacher, parents/carers and where appropriate external professionals.

Children who require support in terms of their acquisition of English are not considered SEND but as they may require additional support their needs are reflected in our local offer.

Our local offer describes the range of provision and support available to identified children, as and when appropriate. This offer is subject to change depending on budget, staffing constraints and policy review.

### **A graduated approach to Special Educational Needs support**

We encompass a graduated approach to support. This begins with quality first teaching with differentiated approaches to learning and opportunities to work with an adult, maybe 1:1 or within a small group, to rehearse or consolidate learning in some areas. At this point, intervention will be short term and have a high impact to plug gaps in knowledge or support understanding of concepts in line with age related expectations.

The next level of support is 'School Aware' SA. At this level, more regular intervention is required to maintain age related expectations and there may be an attainment gap with peers. Barriers to learning are being identified and a more bespoke programme of support and approach is in place, above that which the others receive. When a child has more complex and significant barriers to learning, including social, emotional and mental health issues, they will receive the next level of support which is 'SEND Support'. At this level, further funding may be required and a much more bespoke approach to teaching and learning strategies implemented. There may also be additional support sought from outside agencies. At this level of support, provision may look markedly different to that of other pupils. All levels of support are monitored and evaluated at least termly.

### **Education Health Care Plan**

In some exceptional cases, at SEND support level, there may be an application to the Local Authority for an Education Health Care Plan. Within a legal time frame, the authority will gather information about the case and decide if it is to grant an EHC plan. This process seeks to clarify and document a child's needs and sets out a clear pathway of provision. All agencies supporting the family, the family and the young person will be invited to make a contribution and held accountable for progress towards highlighted goals. The Children and Families act 2014 requires local authorities to review an EHC plan within 12 months of it being issued and then every subsequent 12 months. This responsibility is usually delegated to the school. Annual Reviews will be chaired by the SENCO or Disability Team Representative and all involved parties will be invited to attend.

### **Engagement with Parents/Carers**

At both School Aware and SEND Support, in consultation with the parents/carers, the child will be placed on the school SEND register. The parent/carer will be invited to meet the teacher on a termly basis (Structured Conversation) to agree learning goals and any other avenues of support such as wider outcomes or social/emotional needs. The plan will be clarified and persons assigned responsibility for specific outcomes within time lines. Progress towards meeting the targets and reviewing the plan for support will be closely monitored by the class teacher and SENCO. The child is encouraged to attend these meetings to share their successes and views for future areas of support and targets.

### ***Further opportunities:***

- Open door policy for parents/carers to meet class teacher/senior leadership
- Opportunities for Year 2 parents/carers to meet the teacher/SENCO during the Summer Term before the beginning of the academic year
- Opportunities for all parents/carers to attend 'Meet the Teacher' at the start of the Autumn Term
- Termly opportunity for parents/carers to attend a structured conversation with the teacher to agree progress goals, share pupil success, clarify needs and secure appropriate support
- Multi-agency meetings as required
- SENCO available to attend structured conversations where necessary
- Support for parents/carers with wider outcomes for children such as social and emotional needs, behaviour and attendance
- Opportunities for family learning such Multimodal Literacy Project for LAC pupils, Maths and English learning and supporting behaviour at home

### **Budget and Staffing Allocation**

SEND funding has been allocated towards the cost of staffing to provide support for individual children/small group work in/outside the classroom, and towards the purchase of resources.

The governing body receives termly updates regarding the training and deployment of staff to support children with SEND.

### **Examples of provision**

#### **Access to the curriculum/independent learning:**

- Small group support in/outside classroom from teacher/teaching assistant
- One-to-one tuition with a teacher
- Facilitating access to learning through the appropriate differentiation of tasks and activities
- Use of visual support such as pictures, enlarged text, coloured paper etc.
- Use of hearing support such as the use of loop systems and other hearing aids
- Provision of individual/visual time tables, task bars, now and next cards and check lists

- Individual targets set in agreement with parents/carers and the pupil
- Additional resources if appropriate e.g. wobble cushion, pen grips, slanted writing desks

**Access to a supportive environment – Computing facilities/equipment/resources:**

- Extensive and consistent use of visual prompts to support understanding and facilitate access to learning
- Use of interactive white boards
- Regular access to laptops/ipads
- Supportive computer programmes and apps
- Provision of resources to enhance independent learning including high frequency word lists, easy grip writing tools and multi-sensory resources
- Alternative media for example talking boards/recorders

*(Applications will be made to the LA where pupils with significant SEND would benefit from inclusive technology and would fit their stringent criteria for eligibility. The decisions for criteria and acceptance for such support lies with the LA, not the school)*

**Strategies to support/develop Maths:**

- Targeted small group support in class
- Booster groups
- Pre/post teaching opportunities
- Use of support resources such as Numicon
- One-to-one support using interventions such as Number Box and Number Plus 1/2 programmes
- One-to-one tuition with a teacher
- Teaching staff trained to recognise and support learning styles for Dyscalculia such as vocabulary support, memory skill development, use of resources such as Cuisenaire apparatus and Numicon

**Strategies to support/develop English:**

- Small group reading support in class through guided reading and individual reading
- Reading support from volunteers
- Additional small group literacy support from teachers/teaching assistants
- Differentiated and multi-sensory activities
- Handwriting support
- Provision of table top packs, containing high frequency words and phonics
- Phonics intervention groups to support spelling and reading development
- Five Minute Box/Switch-on Reading/Toe by Toe interventions
- Teaching staff trained in strategies to support Dyslexic Learners such as coloured backgrounds/overlays, appropriate font sizes, types and page layout, avoiding copying text and distance reading from whiteboards etc.
- Access to reading material suitable for Dyslexic learners such as Barrington Stoke series

**Strategies to support social, emotional and mental health difficulties:**

- Consistent implementation of the whole school behaviour policy
- SEND registration of those pupils whose behaviour difficulties are persistent and constitute a barrier to learning. Provision will include at least termly structured conversations with parents/carers and other agencies where appropriate, such as PSED/GAP Team
- Behaviour Support Plans
- Headteacher participation in the Gedling Behaviour Partnership
- Intervention programmes such as Circles of Friends, Managing Emotions, Raising Self-Esteem and Co-operation Skills
- All staff are CRB trained

**Support/supervision at unstructured times of the day:**

- Play trained midday supervisors in the lunch hall and playground

- Young Leader led play activities during lunchtime
- Playground Peacemakers supporting relationships and communication in the playground
- Lunchtime clubs
- Restorative Justice approach

**Strategies/programmes to support physical needs:**

- Implementation of recommendations by occupational therapist or physiotherapist by an allocated member of staff
- Provision of support resources such as writing wedges and pencil grips, seating arrangements, cutlery etc.
- Teaching Assistants are trained in supporting children with physical needs during PE sessions
- School has a shower room and disabled toilet
- School has a large shelter from elements in playground

**Access to medical interventions:**

- Regular communication between SENCO and school nurse
- Support staff and midday supervisors trained in first aid
- Staff trained in the administration of support/medication for Stoma, Epilepsy, Anaphylaxis and Diabetes and specific pupil conditions
- Liaison with medical professionals for children with ongoing treatment
- Agreed emergency plans and procedures with parents/carers and medical advisers

**Strategies/programmes to support speech and language:**

- Additional support and interventions within class
- Implementation of Speech and Language programmes by teaching assistants

### **Arrangement of specialist expertise in and outside school:**

We focus on early identification of needs requiring referral to external professionals through family springboard meetings. We employ a policy of regular communication and information sharing with an extensive range of external agencies such as:

School Nursing and Paediatrics, Education Psychologist, Cognition and Learning Team, Speech and Language Team, Communication and Interaction Team, Specialist Teachers for Deaf and Visually Impaired Learners, PSED Team, CAMHs, Early Support Team, Children's Centre Services, Flexible Short Breaks, MASH, Family SENCO, Redhill Teaching School Alliance, Nottinghamshire and Nottingham LAC Teams, Women's Aid, 'What About Me?' and the Gedling Area Partnership which supports provision for pupils likely to be excluded from schools.

### **Accessible Schools Plan**

Under the Disability Equality Duty, schools are required to take proactive steps to ensure their disabled pupils, staff, governors, parents/carers and visitors are treated equally. The Carlton Junior Academy has an accessible school statement which aims to address any issues of accessibility for our school community. Currently the school has good facilities for disabled members of the school community, both within the physical environment and access to the curriculum and information for pupils.

### **Monitoring and evaluating the impact of the "additional and different arrangements" – on progress and outcomes for pupils with SEND:**

- Pupil voice surveys and termly report to SEND Governor
- Monitoring of AfA targets and SEND records of Achievement with suggestions for improvement reported to SEND Governor
- Teacher and teaching assistant CPD to improve practice where appropriate
- Surveys of parents/carers of SEND pupils, reported to Governors
- Analysing data through in school tracking system and progress of pupils discussed during data review meetings with teachers on a termly basis
- Age Related Expectations and progress discussed with parents/carers at structured conversation meetings
- SEND pupil representation on the School Council

## **Attainment and progress for children with SEND at the end of Key Stage 2 at Carlton Junior Academy 2018/19**

### **SEND - Year 6 (July 2019 leavers)**

21.6% (11) of the pupils in the cohort have a Special Educational Need compared to 18% nationally. No pupils held a Nottinghamshire, Health, Care plan (EHC Plan). 45.5% (5 pupils) achieved the expected standard in Reading, Writing and Maths compared to 90% of pupils with no SEND. This is better than national outcomes, where 22% of SEND pupils and 74% of Non-Send Pupils achieved the expected standard in Reading, Writing and Maths. The SEND gap for The Carlton Junior Academy is 44.5% and is smaller than the Nottinghamshire gap of 50.8% and the national gap of 52%.

## **Attainment and progress for children with SEND at the end of Key Stage 2 at Carlton Junior Academy 2018/19/20**

### **Attainment**

*2018 SEND Pupil Attainment and Progress (SEN support) Taken from Analyse School Performance*

(Data compares SEND pupils (6) to non-send pupils (42))

13% (6) of the pupils in the cohort have a Special Educational Need compared to 15% nationally. FFT

Subject	% Achieved Expected Standard 2018	NA Outcomes % Achieved Expected Standard 2018	% Achieved Higher Standard 2018	NA Outcomes % Achieved Higher Standard 2018

	SEND	No SEND	Attainment Gap									
GPS	100	90	+10	78	87	9	0	45	45	34	40	6
Reading	67	83	16	75	83	8	0	55	55	28	32	4
Mathematics	100	90	+10	76	84	8	0	45	45	24	27	3
Writing	100	98	+2	78	88	10	0	31	31	20	23	3
Reading, Writing & Maths	67	79	12	64	74	10	0	21	21	10	12	2

2019 SEND Pupil Attainment and Progress (SEN support) Taken from Analyse School Performance

(Data compares SEND pupils (11) to non-send pupils (40))

22% (11) of the pupils in the cohort have a Special Educational Need compared to 15% nationally. FFT

Subject	% Achieved Expected Standard 2019			NA Outcomes % Achieved Expected Standard 2019			% Achieved Higher Standard 2019			NA Outcomes % Achieved Higher Standard 2019		
	SEND	No SEND	Attainment Gap	SEND	No SEND	Attainment Gap	SEND	No SEND	Attainment Gap	SEND	No SEND	Attainment Gap
GPS	64	98	34	78	87	9	0	53	53	36	42	6

Reading	55	95	40	73	81	8	18	63	45	27	31	4
Mathematics	64	93	29	79	87	8	18	35	17	27	31	4
Writing	91	100	9	78	88	10	0	38	38	20	24	4
Reading, Writing & Maths	45	90	45	65	74	9	0	28	28	11	13	2

2020 SEND Pupil Attainment and Progress (SEN support) Taken from Notts Summary Dashboard, FFT and EAZMAG. This data is in school data as no SATs were taken.

(Data compares SEND pupils (7) to non-send pupils (44))

14% (6) of the pupils in the cohort have a Special Educational Need compared to 15% nationally. FFT

	% Achieved Expected Standard 2020 Green Summary Dashboard			LA Outcomes % Achieved Expected Standard 2020 Green Summary Dashboard			% Achieved Higher Standard 2020 EAZMAG					
	SEND	No SEND	Attainment Gap	SEND	No SEND	Attainment Gap	SEND	No SEND	Attainment Gap			
GPS (Orange Report)	63.6	97.5	33.9	28.4	83.5	55.1	0	47	47			
Reading	57.1	93.2	36.1	37.2	87.1	49.9	0	51	51			
Mathematics	71.4	90.9	19.5	39.5	86.5	47	0	38	38			
Writing	71.4	95.5	24.1	28.8	84.7	55.9	0	36	36			

Reading, Writing & Maths	42.9	88.6	45.7	23.5	78.4	54.9	0	31	31			
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### Progress and Scaled Score

Subject	Progress Score 2018		NA Outcomes Progress Scores 2018		Scaled Score		Scaled Score NA	
	SEND	No SEND	SEND	No SEND	SEND	No SEND	SEND	No SEND
GPS	Spelling mark 10.3	Spelling mark 14.0	Spelling mark 12.9	Spelling mark 13.8	102.5	109.2	106.2	107.7
Reading	1.28	3.57			101.3	109.5	105.0	106.3
Mathematics	2.78	3.10			102.3	108.2	104.4	105.6
Writing	5.60 Sig+	2.59						

Subject	Progress Score 2019		NA Outcomes Progress Scores 2019		Scaled Score		Scaled Score NA	
	SEND	No SEND	SEND	No SEND	SEND	No SEND	SEND	No SEND

GPS	Spelling mark 6.9	Spelling mark 14.1	Spelling mark 13.4	Spelling mark 14.3	99.5	109.9	106.3	107.8
Reading	4.71 Sig+	5.56 Sig+	0.03	0.35	100.6	110.5	104.4	105.7
Mathematics	2.12	1.48	0.03	0.37	100.5	107.1	105	106.3
Writing	6.19 Sig+	3.45 Sig+	0.03	0.52				
Subject	Progress Score 2020		LA Outcomes Progress Scores 2020					
	SEND	No SEND	SEND	No SEND				
GPS								
Reading	-0.7	4.1 Sig+	-1.8	1.1				
Mathematics	1.2	3.0 Sig+	-1.7	0.8				
Writing	2.6	4.5 Sig+	-2.6	1.1				
FFT DATA								
Reading/Maths	1.6	2.7			101.7	108.4		