

SEND Information Report for Carr Manor Community School – 2018-19

Produced by Maxine Russell – SEND Manager

The Leeds Local Offer for Special Educational Needs and Disabilities can be found by using the following link: <http://www.leeds.gov.uk/residents/Pages/Leeds-local-offer.aspx>

SEND Figures January 2019

	No in Yr Group	EHCP	K	Total SEN	SEN % Total
R	59	1	3	4	7%
Yr1	60	0	8	8	13%
Yr2	59	1	10	11	19%
Yr3	60	0	7	7	12%
Yr4	30	0	7	7	23%
Yr5	31	0	5	5	16%
Yr6	31	0	2	2	6%
Year 7	202	2	45	47	23%
Year 8	205	1	56	57	28%
Year 9	175	2	65	67	38%
Year 10	181	3	70	73	40%
Year 11	164	2	54	56	34%
Year 12	4	1	1	2	50%
Whole School	<u>1261</u>	<u>13</u>	<u>333</u>	<u>346</u>	<u>28%</u>

1. The kinds of SEND that are provided for.

Carr Manor Community School has a diverse population with 28% of the whole school population being identified as having some form of SEND within this year. In addition, 44% of the school population are in receipt of Pupil Premium, and there are 54 languages currently spoken amongst the children, so the needs are complex and multiple in terms of potential vulnerability factors.

Within the SEND cohort, SEMH and MLD features heavily, each making up 31% of our SEND register as a Primary area of need for a pupil.

Additionally, this year's SEND cohort includes 8 pupils with ASD diagnosis and 2 pupils who are being monitored for ASC traits following meetings between school and parents.

Other areas of SEND provided for include Specific Learning Difficulties (Dyspraxia and Dyslexia), Visual Impairment, Hearing Impairment and Speech, Language and Communication Needs.

2. Identification of pupils with SEND and assessment of need.

The SEND Manager is the SENCo for the school and has completed the National Award for SENCo's. Contact details: Maxine Russell, 0113 3368400 x63750, russelm02@carrmanor.org.uk

Pupils' SEND is identified through many mechanisms including:

- information from previous setting (nurseries, children's centres and primary schools);
- home visits prior to joining Reception;
- parental information and concerns raised to the SENCo;
- data from pre-school monitoring, SENIT, teacher assessments and SATs;
- baseline testing in Reception and Year 7, including Reading Age and CATs tests;
- feedback from learning walks carried out by the SENCo and the Teaching and Learning team;
- in-year data capture showing a concern in progress levels and/or attainment levels;
- pupil voice;
- testing by the Specialist Teacher (to assess for exam access arrangements);
- referrals from teachers or coaches.

Please see our SEND policy for further details of policies around identification. These are based on the SEND Code of Practice guidance in identifying SEND which calls for "provision different from or additional to that normally available to pupils of the same age."

3. Arrangements for consultation with, and involvement of, parents of pupils with SEND.

Progress reports are sent each half-term, including data on academic levels, Character for Learning and general progress. In addition, a full detailed report is produced annually for each subject area a pupil studies. Alongside this, parents are invited to attend at least one Parents' Evening and three Meet Your Coach Days each academic year. The SEND Manager is always available on these occasions for any further planned discussion with parents or spontaneous discussion of matters arising from those meetings. Parents can also arrange to meet with the SEND Manager and/or other significant staff members at any time to discuss their child's progress and how this can be supported. Parents are always invited to meet at least annually to review EHCPs and are fully involved in agreeing outcomes and discussing provision. Regular meetings are scheduled, where appropriate, for those pupils with SEND not on an EHCP with the SEND Manager and/or other significant adult.

4. Arrangements for consultation with, and involvement of, pupils with SEND.

Pupils with an EHCP are at the centre of their EHCP production and review processes. They are invited to their meetings, with some pupils preferring to give their views then leave and some preferring to be present throughout the full meeting. Pupils views and aspirations are discussed at the start of the meeting and outcomes and provisions are developed from these.

Pupils with an IEP but no EHCP are invited to participate in the formation and review of their IEP 3 times per year.

Pupils with SEND but without an IEP are consulted at least 4 times per year through Meet Your Coach Days and Parents' Evenings, as to how their provision is suited to meeting their needs. Views are communicated clearly to relevant staff and parents.

5. Arrangements for assessing and reviewing progress of pupils with SEND and involvement of parents and pupils in this process.

As a school, we have developed new assessment processes in response to the removal of the need to use NC levels. The Early Years Curriculum and month bandings are used to baseline pupils in EYFS, with Target Tracker being used for KS1 and KS2, breaking down the age-related skills for pupils in each year group and tracking progress. At Key Stage 3, Age Related Expectation materials have been developed for all subject areas, which are used for teacher assessments and exams. Pre-Qualification Expectations criteria have been developed for Year 9 to act as a bridge between Key Stage 3 and GCSE. At Key Stage 4, the new 9 -1 GCSE criteria are being used across subject areas where appropriate.

In addition, KS3 criteria has been differentiated into Access Criteria for those pupils working below Age Related Expectations. These criteria are used in teacher assessments and exams, to clearly show the progress that lower attaining pupils are making.

Progress reports are shared with parents and pupils every half term. These are discussed between the pupil and coach. At three Meet Your Coach Days and one Parents' Evening per year, parents are invited to discuss pupil progress in depth across the curriculum.

The SEND Manager is available for these discussions by arrangement, and is also available by appointment throughout the year.

Following each data capture, the relevant progress data is sent to SEND Manager, in order that progress of every pupil with SEND can be monitored. Provision is then reviewed, amended if necessary and resources re-deployed where appropriate.

Pupils with an IEP and/or EHCP meet regularly with members of the LST to review their progress against outcomes and EHCP reviews are held at least annually to formally review progress towards outcomes.

6. Arrangements for transition between phases of education and into preparation for adulthood.

On entry to Reception, home visits are made for all new pupils. Where SEND may have already been identified, the SEND Manager will join the home visit as well as visiting the child's setting where appropriate. If any SEND issues are picked up through that visit, the SEND Manager will make follow up contact with the family. Planning for provisions and setting of outcomes begins at this point. If necessary, children will come and spend some time in school over and above the typical offer in order that they feel familiar with the building and adults and allow staff in school to begin to understand their individual strengths and needs.

A transition process is in place for moves between year groups in the Primary Phase. This is enhanced for individual pupils with particular needs, with staffing being prioritised around pupil needs.

The SEND Manager is also heavily involved in the transition from Year 6 to Year 7. Where SEND is already identified by Primary SENDCo, the SEND Manager and Year Manager will visit the school to meet with the SENDCo and meet the pupil(s) in setting. A transition plan is put in place in discussion with pupil, parents/carers and Primary School, which is differentiated according to pupil need. The SEND Manager is invited to, and attends, all Year 6 (and in particularly complex cases, Year 5) EHCP annual reviews for pupils for whom CMCS is definitely their Year 7 preference. Transition planning is written into the outcomes in the EHCP at this point.

From Year 9 onwards, the Specialist Transition Adviser is invited to the annual EHCP review in order that they can begin to plan their post-16 provision. All Year 11 pupils with an EHCP have an early individual interview with the Careers Adviser and their views and plans are written into their plan during the Year 11 annual review. Parents/carers are involved in these discussions and in writing the outcomes. Pupils are supported by the SEND and Inclusion teams, as appropriate, in supported visits to post-16 provision and preparation for interviews. A dedicated member of staff monitors post-16 provisions in the first term of Year 12 in order to establish that young people with SEND are in a secure destination and to facilitate any potential changes of setting/course as per need.

7. Approach to teaching children and young people with SEND.

Our approach is very much in line with the SEND Code of Practice guidance of “Every teacher is a teacher of children with SEND”. We have invested heavily in upskilling all staff, teaching and non-teaching, in making excellent provisions for children with a range of needs. External and internal CPD takes place on a rolling programme to ensure that a sharp focus on SEND is maintained across all areas of practice.

The approach is differentiated with a sharp focus on need, ensuring an inclusive approach. Pupils with SEND may experience a mixture of Wave 1, 2 and 3 provision, which is targeted on their specific areas of strength and need. High expectations of engagement, progress and attainment are held for all pupils, including those with SEND.

8. Adaptations made to the curriculum and learning environment of children and young people with SEND.

Pupils with SEND experience a broad, rich and balanced curriculum alongside their peer groups. Where a pupil may struggle to access mainstream provision, adaptations made are always as inclusive as possible. E.g. a pupil with mobility issues still takes a part in his class’s rugby lessons, but acts as an official, in order to reduce risk due to tackling.

A room in Primary Phase has been set aside to be used as a sensory room and is minimally decorated and furnished, in order that it can be adapted to individual pupil need. One room in Secondary Phase has been set aside for interventions, and divided up accordingly with different types of seating and displays to support different interventions.

Children are set in ability groups in Secondary Phase from entry and the curriculum is differentiated accordingly, with key skills in each subject area being a focus for the lowest ability pupils. The curriculum in Primary Phase is differentiated within the class, in order that children with SEND can access as much of the curriculum as possible. This has been agreed in conjunction with SEND Manager and is reviewed regularly.

9. Expertise and training of staff to support children and young people with SEND.

A wide range of internal and external CPD programmes have been accessed by teaching and non-teaching staff, including:

- Autism Education Trust training delivered by STARS team at levels 1, 2 and 3.
- STARS training on Visual Communications and Lego Therapy.
- Whole school Dyslexia training delivered by a specialist member of the SENIT team.
- Dyslexia Action training accessed by Assistant Teacher and cascaded to staff through INSET.
- Visual Impairment team.
- School nurse team training on Epilepsy.
- Speech and Language training session for staff.
- INSET on working with learning support and differentiation strategies.
- Joint training with Primary Phase staff to support differentiation for the lowest ability.
- Training from the Speech and Language Therapist to support teaching and learning for low ability pupils.
- INSET on Reading Fluency strategies.
- Peer to peer support with partner schools.
- Attachment theory training (Educational Psychology service)
- Members of SEND team working with teaching staff and senior leaders from local Specialist Setting to share strategies for working with pupils with complex communication difficulties.

10. Evaluating the effectiveness of provision made for children and young people with SEND.

Learning walks are carried out regularly by a range of staff, including Vice Principal (Primary), Senior Assistant Principal (Teaching and Learning), Teaching and Learning Advisors, Team Managers and SEND Manager. Differentiation and provisions made for groups of pupils are a key focus. Findings from these are regularly discussed and SAP manages a development programme of INSET and peer support.

Regular scrutiny of data capture enables key senior staff to evaluate effectiveness of provisions. Wave 3 interventions are tracked through appropriate data such as Reading Age and Spelling Age testing, as well as tracking of specific AREs/success criteria, in order to evaluate their effectiveness.

Pupils are involved in evaluation of their provision and pupil voice is gathered through learning walks and via other means such as school council, IEP reviews and EHCP reviews.

11. Engagement of children and young people with SEND in activities available to those who do not have SEND.

SEND pupils are well represented on the school council, making up 30% of the school council this year. One pupil with an EHCP is a representative on the school council.

26% of Restorative Practice representatives are pupils with SEND, with these children being involved in sharing RP principles at events across the country.

Pupils with SEND are represented in Flexible Learning clubs at an equivalent level to the SEND population of the school at around 40% average this year. This includes a range of activities from climbing to creative arts, with 2 pupils from the SEND cohort acting as leaders within Flexible Learning clubs.

43% of SEND pupils in Year 11 regularly attend academically focused Further Learning clubs, and SEND pupils from across Secondary Phase are well represented on targeted residentials, making up around 80% of pupils targeted for residentials to support social skills, emotional well-being and academic progress.

12. Support for improving emotional and social development.

The coaching system adopted across the whole school is a key aspect of improving social skills and emotional development. Pupils develop a close, trusting relationship with a key adult in a small group context. New pupils are allocated to a coach strategically, matching pupil needs including SEND, to staff experience and skill. This enables pupils with SEND to have a coach allocated to them who has the appropriate skill level to listen to their views and respond to need. The SEND Manager is involved with other key members of staff in allocations of coaches for Reception and Year 7.

Staff training has included skills to support and progress pupils with a range of SEND needs, as well as INSET programmes developing skills in working with pupils with SEMH. The Safeguarding Team run regular INSET sessions around Mental Health issues.

Restorative Practices are embedded into all aspects of school life to enable pupils and parents to address any issues around potential bullying. RP enables a preventative approach to potential bullying to address issues at a very early stage and resolve issues quickly.

13. Involvement of other bodies, including health and social care, local authority and voluntary organisations.

We work closely and collaboratively with many organisations including:

- STARS
- Occupational Therapy
- Speech and Language service
- Visual Impairment team
- Hearing Impairment team
- School nursing team
- Children's social work services

- Play therapist
- Safer schools policing
- Barnardo's and Willows Young Carers
- SENDIASS parent advice service
- SENSAP
- SENIT
- Educational Psychology Service
- 2gether cluster, which is our mechanism for accessing much of our multi-agency working including Family Support work

This work is accessed through referrals from these teams, referrals from us to those teams, referrals through the cluster (who allocate work appropriately) and discussions with parents/carers and pupils themselves to identify need.

14. Arrangements for handling complaints from parents.

Our complaints policy is on our website. Further to this, we would always encourage a face to face meeting and discussion of the issues, using RP principles, to come to a mutually beneficial outcome for the pupil involved.