

SEN information report for Carr Hill High School & Sixth Form Centre.

Senco – Mrs Carol Keaskin ckeaskin@carrhill.lancs.sch.uk currently completing the NASENCo award	Headteacher Mr Andrew Waller head@carrhill.lancs.sch.uk
Senco is not a member of SLT – the advocate on SLT is Ms. Elizabeth Hilton-Peet	SEN Governor - Mrs Linda Nutly
Policy updated: January 2015	Policy Review date: January 2016

1. The kinds of special educational needs for which provision is made at the school are:

- Communication and interaction (CI)
- Cognition and learning (CL)
- Social, emotional and mental health difficulties (SEMH)
- Sensory and/or physical needs (SPN)

Carr Hill High School and Sixth Form Centre are committed to whole school inclusion of students with special educational needs and behavioural difficulties. Our school believes that every student has an entitlement to develop to their full potential. Educational experiences are provided which develop students' achievements and recognise their individuality. Diversity is valued as a rich resource which supports the learning of all. In this school, inclusion recognises a student's right to a broad, balanced, relevant and challenging curriculum which is appropriate to their individual abilities, talents and personal qualities.

At Carr Hill High School and Sixth Form Centre, we actively seek to remove the barriers to learning and participation that can hinder or exclude individual students, or groups of students. This means that equality of opportunity must be a reality for our students. We make this a reality through the attention we pay to the different groups of students within our school.

Carr Hill High School & Sixth Form Centre is a mainstream setting. Students with Special Educational Needs and or Disabilities will be admitted to Carr Hill High School and Sixth Form Centre in line with the school's admissions policy. The school is aware that the statutory requirements of the Special Educational Needs and Disabilities Code of Practice 2014, (SEN CoP 2014), and the Disability Act and the Equality Act 2010 and will meet the Acts' requirements.

Inclusion for Special Educational Needs applies to those students who: have learning, physical, communication, sensory and/or medical needs; have behavioural needs that affect learning, emotional and social needs; or a mental capacity.

Accessibility Ground Floor:

Reception

Head Teacher, Deputy and Assistant Head Teachers – are all ramped from front of the building but no wheelchair access to classrooms. Wheelchair access to the main building and classrooms is via the dining room from the entrance off Carr Road.

College and Pastoral Care Leaders

Finance and Exam Office

Site Management

Male and female toilets, accessibility bathroom facility

Indoor seating and recreational area

Hall

Dining room

Sixth Form Common Room

Food Technology

Textile

Dance studio
PE changing rooms and Gym
Maths
Science
Performing Arts Studio

Accessibility First Floor – requiring stair access as there is no lift

English and Religious Studies corridor
Maths
Isolation
Girl's PE changing rooms

Accessibility First Floor – lift access

Sixth Form classrooms, Head of Sixth Form office and Conference Room – lift and stairs
Hub, Intervention, IT Office, Reprographics and Sixth Form 6 – lift and stairs
Female toilet, including accessibility – lift and stairs
Art and Drama – stairs only

Accessibility Second Floor – stairs only

Art
Drama
Photography

The 'Garages' are accessible by wheelchair.

For users of wheelchairs, access to the main building classrooms is available from the dining area. Exterior steps have white edges and steps in the newer part of the school have anti-slip edges.

Visitor car parking spaces are available in front of reception and are clearly marked for accessibility.

2. How do we identify and assess students with Special Educational Needs and how are students placed on the Additional Needs Register?

At Carr Hill high School and Sixth Form Centre, we identify the needs of students by considering the needs of the whole child which will include not just the special educational needs of the child or young person.

Pg 86 of the SEN CoP 2014 lists four broad areas of SEN which give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action our school needs to take, not to fit a student into one or more of the four categories:

Communication and interaction (CI); Cognition and learning (CL); Social, emotional and mental health difficulties (SEMH); Sensory and/or physical needs (SPN).

A student has special educational needs if he/she has learning difficulties that call for special educational provision to be made.

The SEN CoP states that "A student has learning difficulties if he/she: has a significantly greater difficulty in learning than the majority of students of the same age; has a disability which prevents or hinders the student from making use of educational facilities of a kind provided for students of the same age in other schools/academies within the LA; is achieving levels of attainment significantly below their peers, or would be if special educational provision was not made for the student."

Upon Entry, Carr Hill High School and Sixth from Centre will assess each student's attainment in order to ensure continuity of learning from their previous school. For each student identified with a SEN or a Disability, the SENCo, together with Additional Needs Team and College Leaders will:

- use information from the Primary school to shape the student's curriculum and support provision in the first few weeks and our internal Progress in English and Progress in Mathematics assessments;

- identify, through observation and Assessment for Learning, areas of weakness where support is required;
- ensure ongoing observations/Assessment for Learning provide regular feedback on achievements/experiences, in order to plan next steps in learning;
- ensure that teachers have the information they need to support Additional Educational Needs or Disabled learners in the classroom;
- involve students in planning/agreeing their own targets, including curricular targets set by subject staff, and any additional targets set;
- involve parents/carers in joint home-School partnership;
- ensure all teaching staff are provided with necessary information on individual students.

The SEN Code of Practice 2014 makes it clear that “All teachers are teachers of students with special educational needs”. The National Curriculum is our starting point for planning a curriculum that meets the specific needs of individuals and groups of student’s. The School has a graduated approach cycle of assessing, planning, doing and reviewing. Students will also be supported through the 3 waves of intervention as laid out in the SEND CoP 2014:

Wave 1 is Quality First Teaching and wave 2 is wave 1 plus specific, additional and time limited, small group interventions targeted to remove barriers to learning and enable students to meet or exceed national expectations. Wave 2 interventions are not primarily Additional Educational Needs interventions but we may support your child by short term and time limited interventions or by classroom support that is available as part of the whole school provision.

Additional Educational Needs Support is characterised by interventions that are different from or additional to the normal differentiated curriculum – wave 1 and wave 2 in most cases. Intervention can be triggered through concern, supplemented by evidence that, despite receiving differentiated teaching, students:

- Make little or no progress (Two or more levels below National expectations)
- Demonstrate difficulty in developing literacy or numeracy skills
- Show persistent emotional/behavioural difficulties, (resulting in a barrier to learning), 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
- Have a comprehension reading age below 9.6 or a single word reading score below 85.

Early identification of learners with Additional Educational Needs is a priority. All teachers are responsible for helping to identify students with special educational needs. Where teachers decide that a student’s learning is unsatisfactory, the SENCO is the first to be consulted. The SENCO, assistant SENCO and teacher will review the approaches adopted in the classroom. Where support additional to that of normal class provision is required, it will be provided through Additional Educational Needs Provision. If, after further consideration, a more sustained level of support is needed, it would be provided through a more intensive Additional Educational Needs Provision. It is usually at this stage that outside advice may be sought on how to meet the student’s needs. Wherever concerns remain despite sustained intervention, the school will consider requesting Statutory Assessment with Lancashire Council for an EHCP. The school also recognises that parents have a right to request a Statutory Assessment.

The School will use appropriate screening and assessment tools, and ascertain learner progress through:

- evidence obtained by teacher observation/assessment
- standardised screening or assessment tools
- learners’ performance in National Curriculum subjects judged against level descriptors and expected outcomes
- learners’ progress in relation to objectives in the National Literacy/Numeracy strategies
- screening/diagnostic tests i.e. literacy reading age assessment, Accelerated Reading, Lexia,
- reports or observations, other outside agencies
- records from feeder schools, previous school

- information from parents/carers
- National Curriculum results
- external examination results

Whether or not a student is making progress is seen as a significant factor in considering the need for Additional Educational provision. The provisions listed above aim to allow your child to access the curriculum so they receive an inclusive education and they also promote independent learning.

If the school decides, after consultation with parents, that a student requires additional educational support to make progress, the SENCO, in collaboration with teachers, will support the assessment of the student and have an input in planning future support. The subject teacher will remain responsible for planning and delivering individualised programmes. Parents will be closely informed of the action and results

3. Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans

Where specific support has been provided, we follow the guidance in the SEN CoP 2014 and our Schools Special Educational Needs and Inclusion policy and monitor our students. This is carried out termly and reviewed. If progress is not as expected, after 18 weeks, further increased Special Educational Support is implemented within the limitations of the school. At this stage, students are placed on wave 3 – our Additional Needs register. Wave 3 is Wave 1 plus Wave 2 and incorporates additional highly personalised intensive interventions targeted to remove barriers to learning, accelerate progress and enable students to reach their potential. This may include one-to-one or interventions by specialists which often include external agency involvement for assessment, planning and review.

Carr Hill High School and Sixth Form Centre will have due regard for the Special Needs Code of Practice 2014 when carrying out our duties towards all students with additional educational needs, and ensure that parents/carers are notified when Additional educational Need support is being made for their child.

If the school decides, after consultation with parents, that a student requires additional educational support to make progress, the SENCO, in collaboration with teachers, will support the assessment of the student and have an input in planning future support. The subject teacher will remain responsible for planning and delivering individualised programmes.

The school will request a Statutory Assessment from the Children's Services Authority (CSA) when, despite an individualised programme of sustained intervention within the School's Additional Educational Needs provisions, the student remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency. However, an EHCP will only be given if the young person is assessed as having complex life-long needs. Young people who would have met the criteria for a statement up to a band C previously will now be supported from within the schools delegated budget. A request for Statutory Assessment does not inevitably lead to a Statement.

As a school, we closely monitor and track students at wave 1, 2 and 3. When progress is not as expected we will review the individual situation, work closely with the student and implement provision/strategies to support them. In many cases, this is achieved through our ordinarily available whole school provision by classroom teachers and mentors.

We closely monitor and review the students at wave 3 and their individual outcomes. When a student has made progress and is performing in line with their peers we may take the decision to remove them from the SEN register. At this point, a letter will go home explaining this but also reassuring you that your child will be monitored and placed on a Wave 2 or wave 1 register where a careful watch of their progress and the outcomes they make can be monitored and reviewed.

EHCP's must be reviewed annually – the Additional Needs Team will organise these reviews and invite:

- the student's parent/carers
- the student
- any other person/specialist service deemed appropriate.

4. How will the curriculum be matched to my child's/young person's needs?

The school can, where necessary, modify or dis-apply the National Curriculum and its assessment arrangements. The school makes every effort to meet the learning needs of all of its students, without recourse to disapplication or modification. However, in exceptional circumstances we may decide that modification or disapplication is the correct procedure to follow. We would only do this after detailed consultation with parents and the Local Authority and taking account of the most recent DCFS guidance. The school's governor with responsibility for special educational needs would also be closely involved in this process. We would ensure that every effort had been made to provide the necessary support from within the school's resources before considering such action.

Assessment procedures within the school are consistent and all teachers monitor, review and analyse student progress in accordance with the school's assessment policy. In order to ensure accurate assessments are made, teachers annually moderate and standardise samples of students' work and achievements across the curriculum. Underachievement is identified as early as possible through subject monitoring and pastoral monitoring. Students are set individual challenging targets which address the area of underachievement. Study progress is monitored and reviewed termly by Class teachers, Curriculum Leaders, Pastoral Leaders, SENCo and Assessment Coordinators and SLT.

5. How will I know how my child is doing?

The Additional needs Team attend all parent evenings and open days and we recognise that the knowledge, views and first-hand experience parents have regarding their student's is valued for the contribution it makes to their student's education. Parents are seen as partners in the educational process. All parents are welcome to contact the SENCo or Pastoral Team if they have any concerns about inclusive educational provision. Parents are also strongly encouraged to keep regular contact with the school regarding their student's progress. The home-school agreement outlines how parents can support their student's learning at home.

There are several opportunities to hold formal meetings and liaise with all parents. Parents of Additional Educational Needs students will have an opportunity to discuss their child, inclusion, and policies relating to Additional Educational Needs at Parents Evening and any reviews. There will also have further informal opportunities, for example, the Additional Needs Team intend to hold at least one 'Tea and Coffee – Talk and Chat' evening each year. The SENCo and Assistant SENCo will also publicise in the e-letter when they are holding a drop in session for parents/carers to have an informal, appointment free, discussion about any Additional Educational Needs matters.

6. What support does the school offer to help my child learn?

The school offers a continuum of provision to meet a diversity of students' needs. Although all pastoral classes are mixed ability, the school and individual teachers have the flexibility to set smaller ability groups, within their classes, for specific aspects of the curriculum.

Additional in-class support is available in all classes and subjects. This is provided by teaching assistants (TAs). This additional support is targeted at individual students and small groups of students. Additional specialist teachers are involved by school to assess and provide advice and guidance for individual and groups of student's. Access to learning is enhanced through technology including bespoke computer software, laptops, audiobooks, interactive white boards and personalised learning programmes.

Out-of-class provision is available to students with an EHCP, and where appropriate for students who are on the Additional Need Register, who require specialist personalised learning programmes that is not part of the Wave Two classroom interventions undertaken by the classroom teachers.

For students who require Social and Communication support, a referral to the Additional Needs Team is made by College Leaders and those students receive support, often in mentor time, once a week, from Andrea Parker – one of our TAs.

A range of extra-curricular activities are available to ALL of our students. These may be offered during break and lunch time and before and after school. The extra-curricular activities include Hub Club, (for

students who require social development), breakfast club, film club, drama club, music club, art club, chess club, social club, homework club, school choir, school band, football, rugby, netball, rounders and hockey teams, gymnastics club, athletics club, inclusion club, cheerleading and residential adventure activity clubs.

7. Resource allocation

Curriculum Leaders submit curriculum resource bids as part of the annual school improvement planning process which takes account of the needs of all learners. The Headteacher and senior leadership team in conjunction with the governing body, approve the necessary curriculum priority spending, that supports moving inclusive practice forward.

The SENCo along with the assistant SENCo organises and plans the amount of additional in-class and external specialist support required for students on the Additional Need register. The majority of students on this register will be covered from within the School's existing budget, and receive appropriate support from teaching assistants and/or direct small group teaching from the specialist teacher and/or HLTA.

The SENCo reports annually on the efficient and effective use of resources for students on the Additional Need register.

8. Movement between the waves.

Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:

- Narrows the attainment gap between student and peers
- Prevents the attainment gap widening
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers
- Equals or improves upon the student's previous rate of progress
- Ensures full curricular access
- Shows an improvement in self-help and social or personal skills
- Shows improvements in the student's behaviour
- Is likely to lead to Further Education, training, or employment

The role of Teaching Assistants is to promote progress and independence of students in the classroom and around school so students make adequate progress. They, along with classroom teachers inform the Assistant SENCo and SENCo of concerns regarding progress. The advocate for Additional Needs Senior Leadership representative is Ms. Elizabeth Hilton-Peet and provides up to date data, input by classroom teachers, to the SENCo so that the Additional Needs Team can monitor progress and continue to match provision to needs so students can make progress. It remains a classroom teacher's role to provide Inclusive Quality First Teaching to all students.

9. External support

The school through its service level agreement buys in additional external specialist advice and support from the Inclusion and Disability Support Services (IDSS), Alternative and Complimentary Residential Service (ACERS), Lancashire Schools Effectiveness Service, special schools and other independent providers. Specialist teachers from these services provide intervention in the form of personalised learning, direct teaching, in-class support, counselling, and assessment of students' needs and progress. The school also engages in collaborative partnerships with special and mainstream schools, local colleges and training providers to promote inclusive networked learning communities. The school has access to a link adviser, two Young People's Service advisers, Inclusion (Additional Educational Needs) adviser, educational psychologist, student access and social worker.

10. School training and Additional Needs staff and roles

All staff have INSET training on a wide spectrum of Additional Needs. Specialists from outside agencies and the departments own specialists are used to ensure up to date awareness of the needs of all students. Training from external courses is disseminated and cascaded throughout teaching and non-teaching staff. Part of the induction process for Newly Qualified Teachers and Initial Teacher Trainees is time with the SENCO or Assistant SENCO to give training and support.

The Additional Needs Team and specialities consists of:

SENCO	-	Carol Keaskin
Assistant to the SENCO	-	Helen Hogarth – Phonics and Reading
Debbie Redford	–	SEN Administration
Peter Altham	–	Sports Science
Karen Atherton	–	Humanities and Transition
Allyson Barton	–	specialist teacher in SPLD/ASC/MLD
Darren Goodlad	–	Motor Sports and Technology
Lucy Kendall	–	Speech Therapy, Maths and Sixth Form – (seconded on maternity cover)
Caroline Neves	–	English as a Second Language, Science
Andrea Parker	–	English and ASC
Jo Sutton	–	English and Dyslexia
Lisa Machin	–	General Teaching Assistant
Andrew Swift	–	General Teaching Assistant and behaviour specialist
Sophie Gurgee	–	1:1 support for a specific student to promote independent travelling and social skills.

11. What support will there be for my child's overall well being?

The school operates a College system. Each College has an academic leader and a pastoral care leader. Students who have siblings here will be placed into the same college but not the same Mentor group. Families new to the school will be appointed a college. This information is shared through transition meetings whereby college/care leaders and junior college leaders visit primary schools and share information. A student's college Mentor is the first person to contact with any concerns or query. This concern or query may need to be passed to college/care leader. Parents are given this information on 'New Parents Evening' or any transition meeting when enrolling after the start of year7. Information regarding Key members of staff for Colleges, SENCO, Directors of Learning and Senior Leadership Team can be found on the school website.

When a student is referred to the Additional Needs Team the Assistant SENCO will contact the parents/Carers to introduce themselves and explain why their child has been referred. The SENCO/Assistant SENCO will attend transition reviews at primary school and meet with any student/parents/Carers who the primary school feel would benefit from their support. The school has an Open Door policy, although appointments can also be made. The student planner is a useful tool for communicating in the first instance.

Medication is routinely administered by the College Care Leader if regular and held in school. The appropriate parent consent forms must be signed and updated when medication changes occur. Instructions for any medications are kept within a care plan drawn up between parents, child, Care Leader and the School Nurse.

Where a student has a medical need a care plan will be drawn up by the school nurse. This is emailed to all staff. An electronic copy is stored on the individual student's profile, which all teaching and support staff can access, and a hard copy is placed on the Additional Needs notice board in the staff room.

In the case of an emergency a First Aider would administer medication. All medications are clearly labelled and kept under lock and key. For the safety of all, students are not allowed to carry medication in school. In the event of an emergency the member of staff calls for a first aider and they either treat on the spot or call for an ambulance. A member of SLT is notified immediately. In the event of an ambulance the parental contact is immediately notified.

The school has no resident health professional or therapist but any service can make an appointment to visit a child on site and a suitable meeting venue will be arranged, with appropriate permission and subject to safeguarding protocols. Two days a week the school Nurse is in school, she has a drop in session at break or lunch. Other health practitioners; CAMHS workers, Speech and Language professionals, the

Educational Psychology service, Bereavement Counsellors, counsellors from self-harm projects are available by appointment.

At the beginning of a school year the school nurse updates staff on individual student needs. The Assistant Head with responsibility for CPD, along with the SENCO/Assistant SENCO, monitors and keeps up to date records of staff training. INSET is used to ensure the school have qualified first aid personnel and those who have responsibility for individual student's needs have the training and skills to deal with day to day care or emergency first aid. Designated First Aiders are situated around the school, notices are on the walls at various points to explain the procedures and where to access emergency care.

The Assistant Head (Behaviour and Attendance) works closely with feeder primary schools meeting with their Headteachers termly.

Each September the school holds an Open Evening for any parent or prospective pupil to attend. The SENCO is available that evening to speak to any parent and follow up meetings are welcomed.

In Year 5 all feeder primary schools are invited to visit for a morning to experience a normal school day and to meet Year 7 and 8 pupils who can answer questions. In Year 6 all feeder primary schools are invited to visit for a day to further their sense of transition. Further visits are arranged for any vulnerable students according to need and any parent is welcome to visit the school. There is an Open Door policy.

All new starters are invited for an Experience Day in July and parents to an Information evening. Some Year 6 students are invited to join Summer School activities. In the Summer Term of Year 6 the Assistant Head (B+A) visits every local primary school to gain information (a pen portrait) on every new starter to enable each to be placed in the most supportive environment for their needs. Siblings are automatically placed in the same College enabling a family to maintain one point of contact in the College or Care Leader but siblings are placed in different mentor groups to encourage greater independence. Mentor groups are mixed age. New students starting mid-year are buddied up with another child to ensure they find their way and settle in for the first few days.

Support and advice for Post 16/18 includes career guidance from Career-Nav, interview technique practice with staff involved in IaG. Visits and advice to and colleges and universities.

Students receive Weekly Work experience interviews for years 8-13, Action planning and guidance notes are shared with parents, students and linked to the schools management system (SIMS) to inform mentoring and further guidance.

CEIAG is also taught via PSHE as part of the school's Personal Development Curriculum. As part of that curriculum the school uses Careers guidance software from Cascaid.

The Site Manager is health and safety trained and undertakes all necessary risk assessments around school annually or when a need arises. Trips and visits are run in line with the Lancashire policy. Risk assessments make specific reference to students with disabilities, special educational or medical needs. Additional Needs trips undertake their own risk assessments and work within Lancashire guidelines. The member of staff responsible for the visit is responsible for the initial risk assessment and the Deputy Head teacher is the senior member of staff responsible for approving all risk assessments.

Staff are on duty from 8.45 – 8.55 in a general capacity for all students. Some students have needs that necessitate an individual member of staff make themselves available at the start and end of the school day. This is by arrangement with the Additional Needs Team. From 8.30am a teaching assistant is available in The Learning Hub where Hub Club operates to ensure a smooth start to students' day, should they need extra support to ensure they are fully prepared for lessons e.g homework is completed and they have necessary equipment.

There is accessible parking by reception however drop off and pick up is encouraged to take place by the bus bay at the entrance off Carr Road.

The Hub Club is open at break and lunch for students with Additional Needs or those who are struggling to form friendships. Here they can access support with homework, take part in board games/craft activities and develop social skills and friendships in a semi-structures environment. A teaching assistant supervises this at all times. There are also a variety of extra-curricular clubs available at lunchtime.

The PE department follow the Safe Practice in Physical Education and Sport Guidelines' as produced by the Association of Physical Education (formally BAALPE).

These are the nationally recommended guidelines for safe practice.

12. Additional Needs Governor Representative

Our Additional Needs Governor is Mrs Linda Nulty and the Additional Needs Team work closely with our SEN Governor and SLT to ensure the inclusion of all students in our school. The SENCo in liaison with SLT is responsible for keeping the Headteacher and Governors regularly informed about inclusive Additional Educational Needs provision within the school. All teachers are also committed to meeting the needs of all students in their class and promoting the culture and ethos of inclusion within the school community.

If, as a parent, you think that your child might have a special educational need, please contact:

SEnCo: Mrs Carol Keaskin or Assistant SEnCo: Mrs Helen Hogarth on 01772 682008 or email: ckeaskin@carrhill.lancs.sch.uk or hhogarth@carrhill.lancs.sch.uk

We are always happy to discuss any concerns with parents/carers and guide them towards voluntary organisations who can offer them support.

Our Local Authorities local offer can provide further help and advice for parents/carers, please follow the link: <http://new.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities.aspx>

To comply with the school's statutory requirement to provide an SEN Information Report; Regulation 51, Part 3, section 69(3)(a) of the Act please also find our Local Offer and our Special Educational needs and Inclusion policy in key information, policies on our main website.