

## **SEN Report 2015-16**

The main changes from the SEN Code of Practice (2001) reflect the changes introduced by the Children and Families Act (2014). These are:

- The Code of Practice (2014) covers the 0-25 age range and includes guidance relating to young people and disabled children, in addition to those with SEN.
- Young people, children and parents encouraged to participate in decision-making at individual and strategic levels.
- There is a stronger focus on high aspirations and on improving outcomes for children and young people.
- It includes guidance on the joint planning and commissioning of services to ensure close co-operation between agencies such as education, health and social care.
- It includes guidance on publishing a Local Offer of support for children and young people with SEN or disabilities.
- There is new guidance for education and training settings on taking a graduated approach to identifying and supporting pupils and students with SEN (to replace School Action and School Action Plus).
- For children and young people with more complex needs a co-ordinated assessment process and the new 0-25 Education, Health and Care plan (EHC plan) replaces statements and Learning Difficulty Assessments (LDAs).
- There is a greater focus on support that enables those with SEN to succeed in their education and make a successful transition to adulthood.

### **Carlton Bolling admission arrangements for pupils with SEN or disabilities**

All children follow the standard Bradford local authority admission procedures, which include information collected from a range of sources such as: parents, feeder primary schools and any outside agencies involved with the care of the child. All SEN children are immediately assessed on entry to the school and continue to be assessed throughout the year. This information is stored on the SEN portal.

Carlton Bolling has a larger than average intake of students with SEN. The school currently accommodates for the diverse needs of 264 SEN students, who fall into the following categories:

- 7-EHCP students
- 2- EHCP in process
- 59 Range 3 students
- 66 Range 2 students
- 132 Range 1 students

Children joining SEN beyond year 7 also follow the usual admission procedures and bring with them standardised information from their previous school. They are also assessed by the SEN Curriculum Coordinator on entry.

Any concern that teachers may have about the child are shared with the school SENCO, through an established referral system.

### **The steps Carlton Bolling has taken to prevent pupils with SEN from being treated less favourably than other students.**

The inclusive aims of Carlton Bolling are to accommodate all children within their own classroom, providing additional individual or small-group support for children for whom this would be most beneficial. Where appropriate, LSAs are deployed in classrooms to support the additional needs of SEN pupils and they keep a record of 'what worked well' and 'what didn't work well' for the pupils in that particular class in order to develop practice. This information is used along with assessment data to revisit IEPs and alter accordingly. Learning activities are differentiated by teachers who have access to each child's IEP to help them meet the needs of each child. Training is given to all new staff and existing staff (that may need additional training) on how to teach SEN students effectively so they make progress. Children therefore retain access to a balanced and broadly based curriculum. All children are included in year group and whole school activities. Each child is encouraged to explore their potential and maximise their opportunities according to their capabilities. Transition from year 6 to year 7 is planned effectively, all students with any SEN background are seen by the SEN team in their primary school and information gathered is shared with Heads of year 7. A personalised transition is facilitated where necessary. The students are then allocated to appropriate classes so that effective teaching and learning can start immediately.

### **Access facilities for pupils with SEN**

In accordance with the [Equality Act \(2010\)](#), the governors and staff of Carlton Bolling have taken appropriate action to eliminate discrimination and have made reasonable adjustments to the physical features of the building and parking to ensure equality of access. For example, there are ramps and disabled car parking spots where required. The school also continues to make reasonable adjustments in the provision of information to ensure it is in an accessible format, wherever necessary. The new school building is fully compliant with all requirements of the Equality act 2010.

The aims of Carlton Bolling are to provide for a continuum of educational needs, monitoring transitory problems and addressing more enduring special needs. By identifying and addressing special educational needs at the earliest opportunity, Carlton Bolling aims to fulfil its obligation to support children experiencing problems, and where possible, to overcome or minimise their problems in the future. Carlton Bolling also informs parents at the earliest opportunity if their child is experiencing any educational, social or emotional difficulties. Equally, parental concern is acted upon without delay, with Carlton Bolling valuing the information and support offered by parents, both at home and in the school.