



SEND information report

Carlton Bolling College

Approved by Governing Body date:

4th September 2019

Approved on behalf of the Governing Body:

Gul Hussain

Approved by Head of School:

Jane Girt

Next Review date September 2020

Carlton Bolling SEND/additional needs information report

Produced in line with the recommendations from the SEN Code of Practice 2015,

Chapter 6

1. The SEND that are provided for:

Carlton Bolling currently has a larger than average intake of students with SEND needs which offers different provision for a range of needs, including:

Communication and interaction for example, autistic spectrum disorder, speech and language difficulties.

Cognition and learning for example dyslexia, moderate learning difficulties, severe learning difficulties, processing difficulties.

Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), attachment disorder.

Sensory and/or physical need, for example, visual impairments, hearing impairments, epilepsy and physical disabilities.

2. Identifying students with SEND and assessing their needs

Identification of Special Educational Needs is made through the transition information from the Local Authority and a liaison with primary feeder schools.

We will assess each student's current skills and levels of attainment on entry whereby all students have their reading age assessed and complete baseline assessments within each subject area which will build on previous settings and Key Stages, where appropriate. Students are then placed in groups that match their level of need.

Class teachers will make regular assessments of progress for all students at 6 points in the year, as set out in the school's assessment calendar and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better the student's previous rate of progress.
- Fails to close the attainment gap between the student and their peers.
- Widens the attainment gap.

This may include progress in areas other than attainment, for example, social and emotional aspects of learning.

Slow progress and low attainment will not automatically mean a student is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the

wishes of the student and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

3. Consulting and involving pupils and parents.

We will have an early discussion with the student and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty
- We consider the parents' concerns
- Everyone understands the agreed outcomes sought for the student
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a student will receive SEN support or equally if a student no longer requires SEN support.

4. Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The subject teacher will work with the SENCO to carry out a clear analysis of the student's needs. This will draw on:

- The teacher's assessment and experience of the student.
- Their previous progress and attainment and behaviour.
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data.
- The views and experience of parents.
- The student's own views.
- Advice from external support services, if relevant.

The assessment will be reviewed regularly.

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5. Our approach to teaching pupils with SEND (Explaining the 'Graduated Approach')

- Teachers are responsible and accountable for the progress and development of all the pupils in their class.
- High quality inclusive teaching is our first step in responding to students who have SEND. This will be differentiated for individual students depending on their need.
- Lead teachers as well as the SENCO will support the class teacher on the best use of teaching strategies outside high quality inclusive teaching if they are finding it difficult to meet the needs of a particular student.

- The SENCO may need to collect information about that student from other subject areas and if it is found that the needs of the student are not being met in most areas, despite high quality differentiated provision, then the student may require short-term alternative provision. This may happen either in our Alternative Learning Provision Unit (ALP) where a curriculum is designed around the specific needs of that student and the student is taught in a smaller teaching environment with the intention that when the student has demonstrated they are making progress, either academically or socially and emotionally, they are then integrated back into main stream learning.
- Support is given to the student and class teachers provided by the SENCO or ALP Learning Manager.
- Other interventions may include one to one intervention with a Teaching Assistant to address the needs of the student or targeted literacy/numeracy groups.
- At times a student may present with more severe and complex SEND where the school is finding it difficult to meet the needs of a student. The SENCO, Safeguarding Team Pastoral Leaders, the Medical Welfare Officer and ALP Managers meet fortnightly to discuss ways to support students with more complex SEND.
- The SENCO at times may need to consult an outside agency e.g. educational psychologist where a consultation led by the educational psychologist will take place with the student, parents and other interested parties within the school to discuss how the SEN of the student can be met to ensure the best possible outcomes for the student.
- It may be advised to then proceed with an application for EHCP (Educational and Health Care Plan) which will offer extra support to the young person until aged 25 years old.

6. Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- High quality inclusive teaching with a differentiated curriculum to ensure all pupils are able to access it for example, appropriate teaching styles to meet the needs of the learner, giving longer processing times, pre-teaching of key vocabulary, presenting verbal instructions another way.
- Ensuring pupils are in an appropriate set.
- Intervention groups.
- Adapting our resources and staffing by using recommended aids such as laptops, coloured overlays, visual timetables, larger font, access to scribes or readers during formal exams.
- We will make reasonable adjustments to suit the needs of every learner as set out in the Equality ACT 2010

7. Additional support for learning

The following is a list of the staffing available for extra support in learning

- SENCO (Claire Hurley) responsible for the strategic vision, planning and delivering of SEND provision across the school
- Deputy SENCO (Jennifer Hughes) supports the SENCO to ensure that the needs of SEND students are being met across the school to include the tracking of SEND

student progress, creating learning plans for students on SEND Support + and is the Designated Teacher for Looked After Children.

- 18 Learning Support Assistants (LSA's) are trained to deliver high quality support within a lesson either on a 1:1 basis or supporting a small number of SEND students.
- 2 HLTA's that work with the English on small-scale interventions.
- A New to English (NTE) Coordinator (Marketa Moskvikova) who oversees the provision of learning for new to English students and 1 specialist NTE teacher (Ildiko Ungvari).
- Safeguarding Team – Safeguarding Director (Tanya Byrne) Safeguarding Deputy (Petra Taylor), Ross Mezals

- ALP Manager External (Nathan Charlton) and ALP Deputy Lead Internal (Zara Kirkpatrick)
- Medical Welfare Officer (Jane Clapham)

Who are the people who help?

Some children with special educational needs and disabilities, may need support from professionals outside of the school setting to achieve a successful learning journey. At Carlton Bolling we work closely with colleagues from outside agencies and services to support the needs of children in school. Permission is always sought from parents/carers when involving these agencies.

Outside Agencies and Services include:

- Bradford Educational Psychology Team
- CAMHS
- School Nurse
- Behaviour Support Services
- Specialist Teacher for the Hearing Impaired
- Speech & Language services
- Physiotherapy
- Occupational therapy
- New Communities and Travellers
- Early Help
- Bradford Social Care
- SHED7 (specialist psychotherapy counseling for boys)
- Bradford Counselling service

8. Supporting SEND pupils moving between phases and preparing for adulthood

The following provisions are put in place to ensure a smooth transition for our Year 6 and Year 11 students.

- We will share information with the school, college, or other setting the student is moving to. We will agree with parents and student's which information will be shared as part of this.
- A day for SEND students to receive extra support for transition by local college representatives.
- The SENCO is responsible for liaising closely with the colleges to ensure the best possible outcomes are available for the students.

- Year 6 students visit Carlton Bolling on transition day and SEND students will become familiar with the SEND Faculty location within the school and the staff that will support them.
- Extra transition days can be arranged for SEND students if required.
- The SENCO will liaise with local primary school SENCO's and collate information on SEND pupils and use this to ensure necessary provisions are in place.
- Parents/pupils are made aware of the support available to students through the 'Bradford Local Offer' during and after their time at Carlton Bolling and during the open evening event.

9. Securing equipment and facilities

We have a duty to make reasonable adjustments as outlined in the Equality Act 2010, which requires a school to take positive steps to ensure that disabled pupils can fully participate in the education provided by the school, and that they can enjoy the other benefits, facilities and services that the school provides for pupils. The following are examples of reasonable adjustments made within the school.

- Ramp access
- Disabled parking bays
- Lift access
- Evacuation chair
- Hygiene facilities
- Medical Room
- Disabled toilets on each floor
- Adjustable tables/sinks/cookers
- Specialist seating (organised through occupational therapy)
- Access to wheelchairs for short-term use.

Many reasonable adjustments are inexpensive and will often involve a change in practice rather than the provision of expensive pieces of equipment or additional staff. Within the school we can issue students with a more suitable timetable/ part-time provision/reduced timetable - access arrangements in exams (extra time, reader, scribe) -medical passes - toilet passes - leave early passes.

10. Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each half term through rigorous data monitoring.
- Reviewing the impact of interventions half termly.
- LSA's track SEND student's day-to-day progress to evaluate the success of SEND provision for the student and report back to the SENCO/Deputy SENCO.
- SENCO liaises with the Teaching and Learning Team to evaluate the outcomes from teacher lesson observations and ensure effective strategies are put in place to improve outcomes for SEND students.

11. Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

Each child is encouraged to explore their potential and maximise their opportunities according to their capabilities. The following provisions are in place:

- 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 residential trip(s)
- All pupils are encouraged to take part in sports day/school plays/special workshops, etc.
- No pupil is ever excluded from taking part in these activities because of their SEND or disability.

12. Support for improving emotional and social development for SEND students

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of a club in school to promote teamwork/building friendships etc.
- SEND students on arrival in Year 7 are given a 'buddy' if required, who is an older student who is a positive role model and someone to offer help/support.
- We have a zero -tolerance approach to bullying and understand that students with SEND are more likely to be bullied than a student who does not have SEND. Please refer to the school anti-bullying policy on the measures that we take to protect our most vulnerable students.
- LSA's are deployed to help the most vulnerable and those in need of social and emotional support as well as academic support.

13. Complaints about SEND provision

In the first instance please contact the SENCO who will try and resolve the matter. If the matter cannot be resolved then contact should be made with the Deputy Head Teacher for Curriculum (Inam Laher).

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions.
- Provision of education and associated services.
- Making reasonable adjustments, including the provision of auxiliary aids and services.

The website below is a link to the SEND Appeals Tribunal

<https://localoffer.bradford.gov.uk/Content.aspx?mid=28>

15. Contact details of support services for parents of pupils with SEND

Bradford local authority's 'Local Offer'.

Carlton Bolling supports the Local Offer of the Local Authority.

The Local Offer is a way of giving children and young people with special educational needs and disabilities (SEND) and their parents or carers information about what activities and support is available in the area where you live.

Our local authority's local offer is published here: <https://localoffer.bradford.gov.uk/>

Our contribution to the local offer is: <http://www.carltonbolling.co.uk/wp-content/uploads/2014/08/The-Local-Offer.pdf>

16. Monitoring arrangements

This policy and information report will be reviewed by Claire Hurley (SENCO) annually.

It will also be updated if any changes to the information are made during the year.

It will be approved by the local governing body.

17. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour and anti-bullying policy.
- Supporting pupils with medical conditions