



## SEND offer at Carlinghow Academy

### **What does SEND support at Carlinghow Academy look like?**

We recognise that at some point in any child's time at Carlinghow Academy he/she may require additional support to reach his/her potential. Regardless of the need and the length of time for which support is required, the school will meet that need wherever possible. If this support cannot be provided by our experienced and highly-qualified staff then we will seek external support.

Carlinghow Academy is part of the BBEST partnership of schools in the local area. All the schools have a similar approach to meeting the needs of pupils who have special educational needs and or disabilities, this is often referred to as SEND. Kirklees Local Authority support the schools to ensure that all pupils make the best progress in school. All the schools in the partnership aim to be inclusive so that the needs of pupils with SEND can be met in a mainstream setting.

If you have any questions about Carlinghow's school offer or concerns about your child please contact the SENCO [Special Educational Needs Coordinator] tel. 01924326371

### **Who has responsibility for SEND at Carlinghow Academy?**

The Principal has overall responsibility however, the school has a Special Educational Needs and Disabilities Coordinator (SENDco) who ensures that the provision for children with SEND is appropriate and is meeting their needs.

SENDco Mrs Marie Fishwick-01924 326371

The school has a team of Teaching Assistants (TAs) who meet regularly with the SENDco and class teachers to ensure children are being supported appropriately.

The school also has SEND Business Support Officer, Mrs Lorna Jackson who works alongside Mrs Marie Fishwick (SENDco)

### **What should I do if I think my child has special educational needs and needs extra help?**

At Carlinghow Academy, we want your child to be happy and achieve to their full potential but at times children may need extra help to develop and succeed.

If parents have concerns regarding their child they should speak, in the first instance, with the class teacher. If it is felt appropriate the class teacher may involve the SENDco who in turn may seek advice from outside agencies

### **How will school support my child with special educational needs [SEND]?**

The teachers support all children including those with Special Educational Needs and or Disabilities through 'quality first teaching'. This includes a high quality, inclusive broad and balanced curriculum that engages and supports all children with special education needs and or disabilities.

- This will include a well-planned and resourced learning environment and teaching that engages all pupils.
- Clear and precise objectives that are shared with the children.
- Children will be encouraged to take responsibility for their own learning when appropriate.
- Children who are supported with their learning in a group or at times individually.
- All children will be encouraged to know their own targets and how to achieve them.

Teaching Assistants are allocated to each classroom offering general in class support, small group support and individual assistance to break down barriers to learning in the class room and promote achievement at the highest level appropriate to the needs and abilities of all children.

Where possible the level of additional support will be consistent and provided by a member of staff known to the child. They will work closely with the class teacher to ensure a continuity of provision and to ensure that all resources and activities are appropriate and meeting the needs of the children.

We also have a Pastoral Team who work with children and parents supporting social and emotional needs.

In some cases it may be necessary to put a child on the schools SEN register and write an ANP (Additional Needs Plan) in the first instance outlining short term targets and additional support for an individual child.

We can also ask for support from external agencies e.g. the educational psychologist, speech therapist, physiotherapist who have specialist knowledge with SEN support make progress but there are some children who require a greater level of additional support.

ANP's are reviewed by the class teacher and SENDco regularly, if targets are not being met and additional support is required it may be necessary to write an MSP (My Support Plan) which is a more detailed plan for those children with whom we may be considering requesting and EHCP (Educational Health Care Plan.)

You will be invited in to school, a minimum of three times per year, to discuss the support and adaptations to the curriculum that have been put in place to support you child.

An Education and Health Care Plan [EHC Plan] is a legal; document that may be requested for those children who have complex and ongoing needs.

Your child would be assessed by the local authority to obtain an EHC Plan and their needs would be continuous and would require a high level of support and perhaps further funding.

If your child requires an EHC Plan you will be supported with the process by the schools SENDco with the Educational Psychologist.

The level of support is decided by the Kirklees Local Authority.

### **How will the curriculum be matched to my child's needs?**

The curriculum is planned so that the teachers match the learning activities to the individual child's needs. There is continual assessment to ascertain how much they understand and plan the next steps in their learning.

Children will work in small groups, in pairs or individually with the class teacher.

### **How will school support my child?**

Our SENDco and our Assessment co-ordinator oversee all support and progress of any child requiring additional support across the school. The class teacher will oversee, plan and work with each child with SEND in their class to ensure that progress in every area is made.

There may be a TA working with your child either individually or as part of a group; if this is seen as necessary by the class teacher. The regularity of these sessions will be explained to parents when the support starts.

Interventions are identified and monitored for those children who require extra support and are evidenced through our EDUkey system.

When the school identifies the need for additional intervention to enable a pupil to make expected progress, the parents/carers will be informed of the planned support and may be invited to a meeting at the school to discuss this further. If the pupil meets the criteria for special educational needs or disabilities (SEND), a provision map will be created, detailing the exact support the pupil will receive.

Governors are responsible for monitoring the effectiveness of the provision in place for pupils identified with SEND and they will receive a report from the SENDco on the progress of pupils with SEND

A home school diary will be used for some children who are on the SEND register this is a way of us keeping in contact regarding events concerning your child e.g. a change of reading book level, anything that might affect the way your child is in school.

Childrens' progress is reviewed formally every term and a standardised score is given using the Target Tracker system, in some cases additional assessment tools may be used, this is identified in a Pupil's Passport.

At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and are the results that are published nationally. For some children on the SEND register this process of assessment may not be appropriate, in which case school will discuss this with parents and other stakeholders to confirm alternative arrangements.

The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.

As the school operates an open door policy, staff are available to meet parents and carers should you have any concerns.

Informal parent information sessions have provided parents with the opportunity to find out more about particular support programmes that are offered in school. In the future we hope to offer more of these types of sessions.

### **What support will there be for my child's overall well-being?**

The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact.

If further support is required the class teacher liaises with the SENDco for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, and/or the Behaviour Support Team.

Our Behaviour Policy; which includes guidance on expectations, rewards and sanctions is fully understood and in place by all staff.

We regularly monitor attendance, support pupils returning to school after absence and take the necessary actions to prevent prolonged unauthorised absence.

It is a parent's responsibility to inform of your child's development and health. They may have allergies and who is their GP and dentist.

In reception your child will take part in the 5 year old screening, this is carried out by the school nurse who will check their growth, weight, vision and hearing.

The school has a pastoral team who regularly meet and monitor progress throughout school. They meet with the class teachers and keep a check on the child's wellbeing and progress. Teachers may raise concerns that are followed up with the parents.

## **Medications**

Children requiring first aid will always be referred to a trained member of staff.

At times children who have Special educational needs and or disabilities [SEND] may require medication that has to be given at school. Administration of medication will have to be discussed with the SENCO.

Sometimes a health care plan is required and the SENCO will contact the school nursing team who will put together a health care plan with regards to the individual's needs. Appropriate training will be given to staff who support children with specific personal or medical needs

Medication is stored in the Rainbow Rooms. Insulin, Inhalers for asthma and Epi pens are kept in the child's class in a container with child's name clearly labelled. Children who require medication have to have written parental consent and when administered is signed by 2 adults, 1 who is a first aider.

The school nurse or specialist nurse [e.g. diabetic nurse] will provide support for parents and children who take regular medication. Parents must keep us informed of any changes to medication or change in their child's condition. If you have any concerns about your child's health please inform your child's class teacher.

## **What specialist services are available to support my child with SEND?**

Our SENDco is fully qualified and accredited having recently completed the National Award in Special Educational Needs. We liaise with a variety of external agencies we feel can offer the best help, expertise, advice and support for individual

To enable us to support children with SEND a range of professional work very closely with us these include :-

Educational Psychologist

The sensory service

Speech therapy

Physiotherapist

Occupational therapist

Specialist provision

EHA

School nurse or Health visitor

### **What staff training is there in place to support children with SEND?**

All our teachers hold qualified teacher status. Our Special Educational Needs and Disabilities Co-ordinator (SENDco) attends on-going SEN training in specific areas. Most teachers and some TAs are Team Teach trained

Termly SEND network meetings held by the Local Authority so that staff can be updated with all training in order to support children with medical needs i.e. diabetes, asthma and other more complex needs. We have staff who are paediatric first aid trained which is updated regularly.

### **How will my child be included in activities outside the classroom, including school trips?**

The curriculum is planned to include learning inside and outside and the grounds have been developed to be used for forest schools work. The environment outside is continually being developed to provide a rich learning environment for all.

Children also have opportunities to take part in educational visits all children are included. All visits have a risk assessment and children with special educational needs and or disabilities [SEND] may require additional assessments all arrangements on how the children with specific needs will be transported will be discussed with parents.

### **How accessible is Carlinghow Academy?**

The school was built to accommodate children with special educational needs and or disabilities. The school is on one level with level access to each entrance. The school is equipped with hand rails, disabled toilets and changing facilities that include showers hoists and changing beds.

### **How can parents get involved at Carlinghow Academy?**

At Carlinghow Academy parents are welcomed into school and whilst it is not always appropriate to speak to a teacher when dropping off/ collecting your child an appointment can be made for parents to meet with the teacher at an alternative time. Parent/ teacher meetings are held each term and give opportunities for parents to discuss their child's progress with them.

### **What support do we have for you as a parent of a child with SEND?**

Teachers are available to discuss the child's progress and or concerns parents may have. There may be things that are working well at home and school perhaps should use similar strategies. Parents may wish to meet with the SENDco to discuss the child's progress and this can be arranged through contact with the school office. Regular meetings will be arranged so parents are informed of the child's progress outside agencies will attend where appropriate.

A home school book may be used to keep parents informed as some children are transported to and from home and school these are used by parents and staff.

### **Who can I contact for further information?**

If you are worried or require further information about your child please come into school and speak to a member of staff. We can offer advice and support. The class teacher may be the best person in the first instance if you need support about your child's special educational needs then the SENDco is also available.

As well as support being available within school there are other local support services who provide information and advice for parents and families.

Parent Partnership <http://kirkleesparentpartnership.co.uk/>

PCAN Parent forum <http://www.pcankirklees.org/>

You will find details of Kirklees Council's Local Offer at [www.kirkleeslocaloffer.org.uk](http://www.kirkleeslocaloffer.org.uk)