

SEND Information Report for Carr Manor Community School – 2022-23

Produced by Maxine Russell – SENDCo

The Leeds Local Offer for Special Educational Needs and Disabilities can be found by using the following link: <https://leedslocaloffer.org.uk/#!/directory>

SEND Figures taken from October Census 2023

	No. in Year Group	EHCP	K	Total SEN	SEN % Total
R	63	0	14	14	
Yr1	60	0	15	15	
Yr2	60	0	10	10	
Yr3	60	3	13	13	
Yr4	62	2	12	14	
Yr5	61	2	10	12	
Yr6	59	0	15	15	
Year 7	213	5	46	51	
Year 8	214	10	47	57	
Year 9	211	5	48	53	
Year 10	223	11	52	63	
Year 11	201	2	52	54	
Year 12	1	1	0	1	
Whole School	<u>1488</u>	<u>38</u>	<u>334</u>	<u>372</u>	<u>25%</u>

1. The kinds of SEND that are provided for.

Carr Manor Community School has a diverse population with 25% of the whole school population being identified as having some form of SEND within this year. In addition, 29% of the school population are in receipt of Pupil Premium, and there are 65 languages currently spoken amongst the children, so the needs are complex and multiple

Within the SEND cohort, SEMH, MLD and SLCN features heavily and are primary areas of need for pupils.

Other areas of SEND provided for include Specific Learning Difficulties, Visual Impairment, Hearing Impairment and Autistic Spectrum Condition.

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

The SENDCo for the school has completed the National Award for SENDCo's. Contact details: Maxine Russell, 0113 3368400 x31312, 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 and parent/carer consultations prior to joining Reception;
- Parent/carer information and concerns raised to the SENDCo;
- 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 SEND and 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 / carers of pupils with SEND.

Parents / carers receive progress reports each half-term which include 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 Parent/Carer Evening and three Meet Your Coach meetings each academic year. The SENDCo 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 SENDCo 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 EHCP's and are fully involved in agreeing outcomes and discussing provision. Regular meetings are scheduled, where appropriate, with the SENDCo and/or other significant adult for those pupils with SEND who do not have an EHCP.

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 meetings and Parent/Career Evenings, as to how their provision is suited to meeting their needs. Views are communicated clearly to relevant staff and parents.

4. 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 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. At Key Stage 4, the new 9 -1 GCSE criteria are used across subject areas.

In addition, KS3 assessment criteria has been differentiated for those pupils working below Age Related Expectations. Tracking through the B Squared Assessment Programme is also used for 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 and identify any gaps in knowledge and learning.

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

The SENDCo 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 SENDCo and 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.

5. 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, a member of the SEND team 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 SENDCo will make follow up contact with the family. Planning for provisions and setting of outcomes begins at this point. If appropriate, children will spend 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 SENDCo is also heavily involved in the transition from Year 6 to Year 7. Where SEND is already identified by Primary School information, the SENDCo 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 SENDCo is invited to, and attends, 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, Preparation for Adulthood outcomes are set in Annual Review meetings and are added to pupil's EHCP's, in order that they can begin to plan for 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 provisions and in 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.

6. 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 invest heavily in upskilling all staff, teaching and non-teaching, to make 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 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 their class's Rugby lessons, but acts as an official in order to reduce risk due to tackling.

On entry in Year 7, children are placed in mixed ability groups and the curriculum is differentiated accordingly, with key skills in each subject area being a focus for the lowest ability pupils. This ensures all children are equally challenged and set aspirational goals. 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 SENDCo 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.
- Visual and Hearing Impairment team.
- NHS nursing team training for Epilepsy, Diabetes and a range of other medical needs.
- Speech and Language training.
- INSET on working effectively with members of the LSW team and differentiation strategies.
- Joint training with Primary and Secondary Phase staff to support differentiation and scaffolding for mixed ability teaching.
- Training from the Speech and Language Therapist to support teaching and learning for low ability pupils.
- Peer to peer support with staff from the ASC Resource Provision.
- 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.

Quality of Education drop-in's are carried out regularly by a range of staff, including Vice Principal (Primary), Acting Vice Principal (Quality of Education), Teaching and Learning Advisors, Team Managers, SENDCo and SEND Manager. Differentiation and provisions made for groups of pupils are a key focus. Findings from these observations are regularly discussed and inform 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/B-Squared criteria, in order to evaluate their effectiveness.

Pupils are involved in evaluation of their provision and pupil voice is gathered through Quality of Education drop-in's 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 in school via opportunities such as School Council and Passengers in to Crew, exerting voice and influence in line with whole school policy

Restorative Practice representatives include 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. This includes a range of activities from climbing to creative arts, with pupils from the SEND cohort acting as leaders within Flexible Learning clubs.

A high proportion of SEND pupils also regularly attend academically focused Independent Learning clubs.

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 SENDCo 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 and wellbeing.

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
- NHS medical teams
- Children's social work services
- Safer schools policing
- SENDIASS parent advice service
- SENSAP
- SENIT
- Chatterbug
- 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.