

School information report 2020-21

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In 2020/21 what kinds of SEN/D provision is made at the school?

Carnforth High School is an inclusive school that welcomes all who wish to attend. We work collaboratively to overcome barriers to learning, participation and achievement. Carnforth High School remains committed to a wholly inclusive educational experience in which all students feel valued and have access to a broad, balanced and differentiated curriculum.

Please see our SEND policy for more about our SEND philosophy.

Working together to ensure provision is at its best are the:

- Teachers
- Learning Assistants
- Subject Leaders
- Year Leaders
- SLT
- External Agency Support

We provide provision for students with a range of additional needs, across the four main areas of SEND, including:

- COGNITION AND LEARNING: Moderate learning Difficulties, SpLD, Dyscalculia, Dyslexia, Dyspraxia.
- SENSORY AND/OR PHYSICAL: Visually Impaired, Hearing Impaired, Physical Impairment, epilepsy and diabetes
- COMMUNICATION AND INTERACTION: Autistic Spectrum Condition, [ASC] Speech and Language difficulties
- SOCIAL, EMOTIONAL AND MENTAL HEALTH: Attachment disorder, Attention deficit hyperactivity disorder [ADHD], ADD, Tourettes

What is our policy for identifying students with SEN and assessing their needs?

The school follows the current SEND Code of Practice, adopting a "Graduated Approach" to identification and assessment of students with SEND.

- The school promote and support Lancashire's Local Offer for children and families with SEND.

Identifying students with SEN/D

There are many factors that that may cause a student to fall behind in their work and underachieve and it may not necessarily be related to SEN.

In 2020/21, teachers would identify which students were making less than expected progress and work with Year Leaders to establish a reason:

- Lack of involvement in home learning
- Lack of a device to become involved in home learning.
- Any attendance issues.
- Any issues with sleep or lack of concentration.

Concerns were discussed with Subject Leaders and were closely monitored. Departmental meetings were used to discuss appropriate intervention.

If subsequent intervention or catch-up programme does not lead to adequate progress then the teacher, in consultation with the SL will consult the SENCo to review the strategies that have been used. This review may lead to the conclusion that the student requires further support that is additional to or different from that which is normally available. Parents are consulted and involved in these decisions.

Weekly meetings are held between Pastoral and SENCo, in the presence of the Principal to discuss student progress [Stuck students]

Assessment of need:

To help build a clearer picture of a child's needs the school's SENCo is able to make use of a range of assessments including:

Lucid Lass

Wrat 4 [Reading, spelling, Maths and comprehension]

What are our arrangements for consulting parents and involving them in their child's education?

- At each year group's parents evening, the SENCO is available to meet with parents/carers.
- SEN reviews are regularly arranged for parents to meet with the SENCo to review the progress of students against the targets and importantly, to gather the views of parents about what can be done at home and at school.
- Progress and outcomes are discussed during consultation meetings with the outside agencies such as the Educational Psychologist.
- The progress of students with ECHP's is discussed at their annual reviews. At their Year 11 annual review, transition to post 16 options is discussed with parents and the schools Careers Advisor
- Parents are welcome to make an appointment with a subject teacher /Subject Leader/Year Leader and/or SENCo at any time to discuss their child's progress.
- Parents may be invited into school to discuss their child's progress at any time.
- Processes such as Early Help or multi-agency meetings are held so that parents can discuss concerns with relevant staff
- We have a few students who are looked after by different local authorities. We consult with the virtual headteachers, with Virtual school, the carers, and with adults with special guardianship orders.
- All students with an EHCP have a named keyworker. The Keyworker sends a weekly email to parent to inform them about student progress, notify them of achievements and inform them of future events/deadlines.
- The SENCo spoke to all parents of students with an EHCP in the summer holidays to check if support was needed and answer any questions they may have. Also, to invite students into school during the summer holidays to meet the SENCo.

What are our arrangements for consulting young people with SEN and involving them in their education?

- Self-evaluation is actively encouraged and is carried out between Learning Assistants and students. Students are supported where necessary to think of areas for development and how to develop in these areas at school and at home. This self-evaluation, in the form of a questionnaire, formally takes place at the end of every provision. This feedback is then used to inform future provision and make them more 'student friendly'
- Students with EHCPs meet with a keyworker on a weekly basis and are encouraged to create their own targets and Learning Assistants where appropriate will create target/reward schemes. This is a forum in which they can talk with someone about their experiences in school and parts of education that they would like to improve.
- Students with EHCPs have an achievement book where 'moments of success' are recorded. Students with an EHCP usually have an extremely poor concept of themselves and their value. This achievement book can be used to be referred to to refute any negative comments a student may make.
- Students are made aware of their progress and challenging targets have been set for them by their subject teacher and key worker.
- Students attend meetings with their parents such as parents' evening, SEN Review meetings.
- Students identified with a formal ASC diagnosis have the opportunity to meet with the ASC specialist teacher individually to discuss about their experiences in school and parts of education that they would like to improve. Students with visual and hearing impairments have individual meetings with specialist teachers and the advice to feedback back to all members of the school community.

What are our arrangements for assessing and reviewing students progress towards outcomes?

(opportunities available to work with parents and young people as part of this assessment and review)

- Tracking of student's progress using the school's assessment system.
- A cycle of consultation meeting, set targets, review targets takes place regularly throughout the year.
- Following an assessment of potential area of SEND, a meeting takes place with appropriate stakeholders to discuss the findings and how best to meet the students' needs.
- When assessing young people with SEND for Access Arrangements for the examination period, consideration is given to the student's needs and their requirement e.g. a reader, a scribe, extra time or rest break may be necessary.
- Initial concerns are discussed with SENCo, followed by a meeting with parents/carers, observations, followed by referrals to outside agencies.
- All SEN provisions are rigorously tracked by our English & Maths 'Champions'
- Meetings are frequently made with external agencies (Educational Psychologist, Speech and Language Therapist, Education Therapists and Specialist teacher, Traded services and SENCo.
- Information is collected from parents/carers and teachers to form a report written to specialist agencies and recommendations from reports written by specialist agencies are shared with teachers, learning assistants

and parents via face-to-face discussions, email and inclusion on Student passports or Individual Learning Records.

- Annual reviews for students with an Educational Health Care Plan; interim reviews can also be arranged throughout the year if deemed necessary.
- When students with SEND are being assessed, consideration is given to whether they need materials modified, need a scribe or need additional time.
- Students with an EHCP who have visual impairments have all their books modified by the Specialist Teaching service.
- Regular meetings with specialist teachers give advice on specialist equipment that needs to be purchased by the school to allow students with a hearing or visual impairment access to school life.
- Students who are LAC have additional meetings at which their progress is reviewed against the targets set in the PEP. The virtual school staff, carers and pupils are all involved in the review.

What are our arrangements for supporting students in moving between phases of education and in preparing for adulthood?

- For students with SEND, the SENCo will liaise with student, families and the next placement in terms of transition planning.
- Arrangements for additional transition visits will be made and student SEND files will be passed onto the next placement, in order to ensure smooth and thorough transition of all information.
- Year 6 students with an EHCP or with complex needs will be offered an enhanced transition programme which will run alongside the transition programme offered to all new Year 7 students. In these meetings form tutors, Year leaders were introduced so they could identify key staff early.
- All students in Year 6 were invited to summer school in the first week of the summer holidays.
- The SENCo met with all students with an EHCP or some with SEN support on one day in the summer holidays to prepare them for the start of the new year. Timetables were given out and explained, changes were highlighted and students had the opportunity to walk around the school trace the steps they would take on their very first day. Students were encouraged to record questions / concerns over the summer holiday and arrive at this meeting with them so they could ask the SENCo.
- The SENCo completed forms for transport and extra funding and provided letters of support for students going on to college or university.
- The SENCo spoke to all the College SEN transition leads to produce individual transition plans for all students in Year 11 with EHCPs. It was not possible to join induction days with the student because of safety restrictions.
- When students were placed in forms SEN needs and recommendations from parents and primary school were considered.
- Permission was granted for photographs to be taken of students on the enhanced transition programme and used on student passports and ILRs so staff could identify students early. This allowed immediate use of supportive strategies.
- All new Year 7 students were screened using WRAT tests and CAT tests.
- Student Passports [students with an EHCP] and ILRs [Students with SEN support] were produced and made available to all teachers/Learning assistants.
- All teachers were briefed about SEN students on the first inset day and where able to put immediate appropriate provision in place.

What is our approach to teaching students with SEN?

Our aims ensure that the outcomes of all students with SEN are improved by having high aspirations and expectations, to ensure that students can achieve their full potential, become confident individuals living fulfilling lives and by making a successful transition into adulthood, whether into employment, further education or training

As part of Quality First Teaching in all of our classrooms, all teachers:

- Ensure that all students' specific needs are met in the classroom;
- Ensure that all students can access learning;
- Plan effective lessons so all students make good or outstanding progress;
- Organise additional learning opportunities as needed;
- Use lively, interactive teaching methods and make maximum use of different learning styles

Individual Learning records and Student passports outline strategies to help support student's individual needs.

Most students with SEN are expected to complete homework. A SEN study club is offered for all students with an EHCP to support this homework. The SEN study club is supervised by English and Maths champions who will check the suitability of the homework and give appropriate support. A few students will have a more flexible approach to their homework and this is put in place under the guidance of specialist team.

How do we make adaptations to the curriculum and the learning environment?

Within the classroom school acts upon advice from all external agencies such as:

- Utilising specific strategies, approaches and resources to support students with additional needs across the main four areas of SEND.
- Creating suitable resources for students with Visual Impairment (VI) e.g. enlarging print;
- Consideration to seating and environment for students with Hearing Impairment (HI) pupils;
- Laptops for students who require this provision in order to access learning with greater independence
- “Learner- friendly” classrooms within inclusion.
- Across all subjects’ curriculum, the use of coloured overlays – to support students with Visual Stress.
- Lifts, ramps accessible toilets are available for students with medical issues and for wheelchair users.
- Before the start of the year, OT, specialist teachers tour around the school offering the SENCo with advice to make reasonable adjustments to the learning environment to allow students to access all curriculum areas-orange marking around school [inside and outside] to allow students with a visual impairment to see the start and end of the stairs and change in flooring. Columns in the Dining room with different coloured strips to allow students to see these columns.

At Carnforth High School we enable students to understand their learning path and what they need to do next to improve further by liaison with the class teacher and/or key worker.

Our students demonstrate an ability to become independent learners, self-evaluating their work and making improvements.

The expertise and training of staff to support pupils with SEN, including specialist expertise

Our school has an experienced SENCo, with a National award for Special Needs Co-ordination and a MA in SEN. Her main responsibility is to manage SEND in the school.

Various members of staff have specific training in the following areas related to meeting the needs of pupils with Special Educational Needs:

- Lego therapy
 - Autism
 - Moving and Handling.
 - Forest School
 - Mental Health and Well-being
 - Talking & Drawing
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- All our staff at Carnforth High School also are regularly trained during whole school INSET training to help their students overcome all barriers to learning and delivering high Quality First Teaching.
 - Lengthy training was given to NQTs on all aspects of SEN.
 - 7 minute briefings which contains videos and pertinent information were sent out to all staff to allow them to receive training throughout the year.

How do we evaluate the effectiveness of the provision made for students with SEN?

- Tracking of pupil’s progress in terms of school’s assessment systems
- Monitoring by the SENCo through tracking of progress, meetings, observations, feedback from subject teachers
- Stuck student meetings (Weekly meetings – Principal/SENCO/Safeguarding Lead/Assistant Principal-Student welfare Lead).
- Referrals to the SENCo from subject teachers/YL/Parents.
- For children with EHCPs, an annual review takes place once a year
- Meetings with the school’s TRADED Services team, ASC consultant and Educational Psychologist.
- Multi-agency meetings with a range of external agencies / services

How do we enable pupils to engage in activities available with others in the school who do not have SEN?

- For students with an EHCP, where appropriate, Learning Assistants will accompany students on day and/or residential school trips.
- Where applicable, students with SEND are supported in extracurricular activities, ensuring that they can participate with the peers who do not have SEND.
- Students with SEND take an active role in whole school initiatives such as Enrichment Days and assemblies, through the usual support mechanisms and prior knowledge of content.
- Sessions are created and differentiated to suit all levels of learners and needs. Our aim for students with SEND is to equip them with the necessary tools and skills to be the best they can be and to achieve their full potential, so that they feel respected and valued. Through access to high quality education and quality first

teaching, our students will enjoy, achieve and progress to the best of their ability. All progress, academic and non-academic will be recognised in each of our students.

How do we improve emotional and social development, including extra pastoral support and arrangements for listening to the views of pupils and measures to prevent bullying?

- Year Leaders can meet with students to record their views.
- TRADED Services have regular meeting with students.
- ASC consultant have regular meetings with students to hear their voices.
- Educational Psychology meetings include individual students.
- CAF meetings
- SLT and SEND Governor.
- Student voice

How do we involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting pupils and young people's SEN and supporting their families?

Regular planning meetings are held between external agencies and the SENCo, for example half-termly with the EP and the ASC consultant.

The SENCo may make a referral to the relevant agency, with parental consent and involvement where concerns are raised regarding a student at our school whose needs cannot be met through Quality First Teaching or intervention. Please see SEND policy for more details.

Either the SENCo, Assistant Head (Pastoral) or Designated Safeguarding Lead (DSL) will lead these meetings with the view to create a multi-agency approach to support student and families.

Requests for Statutory Assessments will be applied for and reviewed by the SENCo and other relevant agencies. Please see SEND policy for more details.

What are our arrangements for handling complaints from parents about the provision made at the school?

It is hoped that the school's openness provides an effective channel for expressions of concern, and that these will initially be addressed to the SENCo.

Parents who wish to take any matter further may follow the school's policy on complaints procedure on the school website.

What are the arrangements for supporting pupils who are looked after by the LA and have SEN?

- Regular PEP meetings with the Welfare Manager and the Inclusion Officer for Children Looked After Teams

Children and young families Act 2014 – section 69

What are our arrangements for admitting a pupil with a disability?

We aim to include all students, including those with disabilities, in the full life of the school. Our strategies to do this will include:

- Having high expectations of all students
- Finding solutions in which all students can take part in the full curriculum
- Planning out-of-school activities including all school trips so that students with disabilities can participate
- Setting the admissions policy and criteria which does not discriminate against students with disabilities or treat them unfairly
- Devising teaching strategies which will remove barriers to learning and participate for students with disabilities
- Planning the physical environment of the school to cater for the needs of students with disabilities
- Raising awareness of disability amongst school staff through a programme of training
- Providing written information for students with disabilities in a form which is user friendly
- Using language which is appropriate and make staff and students aware of the importance of language
- Examining our library and reading books to ensure that there are examples of positive images of disabled people

What steps have we taken to prevent students with a disability from being treated less favourably than other students?

- To comply with all Laws addressing individuals with disabilities.
- To find out the needs of individual students via meetings with Primary schools, parents and external agencies.

What facilities do we provide to help disabled students to access the school?

Existing facilities provided to assist access to the school by students with disabilities are:

- Carpeted classrooms to aid hearing impaired students learning.
- Good lighting, adequate signs and good colour contrasts on signs
- Disabled parking is available at the main entrance
- Enhanced transition visits to enable students to familiarise themselves with the plan of the school
- Liaison with the ICT for the purchase of the most appropriate laptop and accessibility software.
- Steps and stairs are marked with bright orange tape on top and face of the first and last of each flight of stairs.
- Indoor stairs are marked with bright orange tape on top and face of the first and last to allow students with visual impairment to see changes in depth. Outside stairs are marked with yellow painted lines.
- The columns in the dining hall are marked with a contrasting colour in order for students with VI to see and avoid them.
- Students are placed in the most appropriate seating plan for the hall: [front left when looking towards stage], for best access to the screen when videos or similar are shown during assembly.
- Recommendations to support disabled students in lessons are shared with teachers and other appropriate staff.
- Purchase of equipment eg goggles in Science, assistive devices for Technology, Food etc to improve the access of students across the curriculum
- Lift to allow students to access all floors in the building.
- Accessible toilets around the school including PE area.
- Support offered by the VI Sensory Technicians producing many textbooks/ revision guides/books/ in larger print.
- Ramps around the outside of the building to enable full access.
- Alternative enrichment programme to develop wellbeing with appropriate activities: eg SPACE room in Preston, visit to Grizdale woods
- Making aware evacuation routes and/or drawing up Personal Emergency Evacuation Plan.
- Lockers are located on the ground floor and at eye level for students with visual impairment so they can access them easily.

What is the plan prepared by the governing body under paragraph 3 of schedule 10 to the Equality Act 2010 (accessibility plan) for: increasing the extent to which disabled pupils can participate in the school's curriculum

- To produce an accessible plan which is under constant review and if necessary revise it.

What is the plan to improve the physical environment of the school to increase the extent to which students with a disability take advantage of education and benefits, facilities and services provided/offered by the school?

- Regular meetings with external agencies and Traded services to develop our knowledge on how to improve the services provided by the school.

What is the plan to improve the delivery to students with a disability of information which is accessible to pupils who are not disabled?

Information that is normally provided in writing [such as worksheets, text books] can be modified by providing it:

- In large print- access to the specialist Teaching Service
- Access to coloured overlays.
- With Joysticks and tracker balls.
- Modified keyboards,
- Interactive whiteboards
- Text-to -Speech software.
- Rulers/compasses with large print
- Keyboards with large font letters and numbers on a yellow background.