

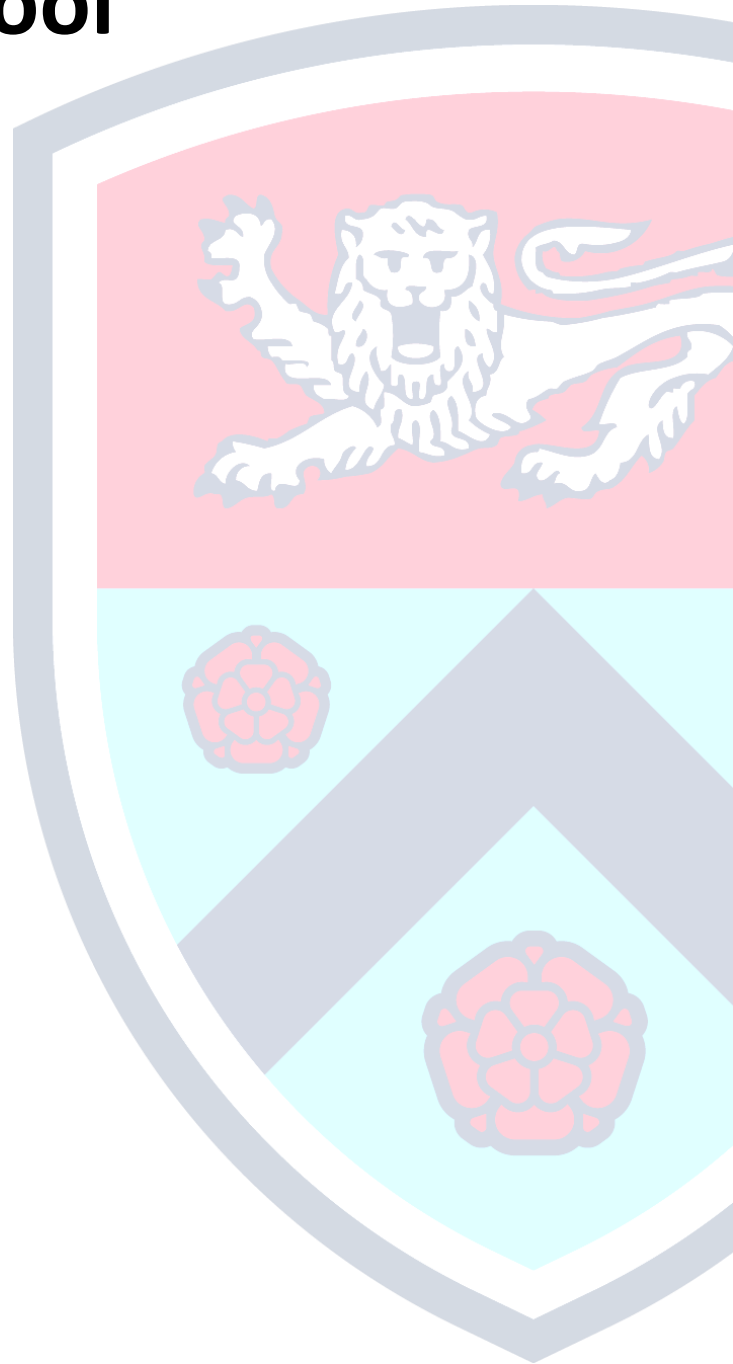


Carnforth
High School

SEND Local Offer

Carnforth High School

2025.26



Date effective from	September 2025
Date of next review	September 2026
Review period	12 months
Owner	Carnforth High School (LCA)
Status	Statutory

Confidence Purpose Respect

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School Name:	Carnforth High School	Address	Kellet Road Carnforth LA5 9LS
		Telephone:	01524 732424
This school does not specialise in meeting the needs of children with a specific type of SEN			

Details of the person responsible for maintaining details of the Local Offer			
SENDCO & Assistant Headteacher	Lorraine Carrington	Email	lcarrington@carnforthhigh.co.uk

Accessibility & Inclusion

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 is committed to a wholly inclusive educational experience in which all students feel valued and have access to a broad and balanced curriculum, including those pupils with Special educational need/ disabilities (SEND). Where appropriate the curriculum may be adapted to suit specific needs with the aim of making the curriculum accessible and enabling pupils to achieve in academic and co-curricular activities, regardless of their needs or abilities.

Staff in school work closely with specialist services to ensure education provision is adapted to meet specific needs. These include specialist teachers, Educational Psychologists, CAMHS, medical practitioners, Speech and Language therapists and social services.

Carnforth High School holds a register of pupils with SEND. Each pupil holds a 'Pupil Passport' that documents each pupil's barriers to learning and key strategies to be used to support them. This is shared with staff to ensure adaptations to the learning environment and teaching are made to promote the best possible outcomes for pupils.

The school runs a weekly programme of Continued Professional Development to ensure staff are trained in adaptive teaching practices and that they develop their knowledge and understanding of SEN.

Pupils who may require access arrangements such as extra time in examinations are identified by teachers and/ or support staff & SENDCO. These pupils will be assessed and applications for Access Arrangements will be made for those who meet JCQ requirements. The Examinations Officer will put these in place for approved pupils for all relevant examinations.

Teaching & Learning

In Key Stage 3 pupils are taught in ability groups for Mathematics and Science classes. All other subjects are delivered to mixed-ability groups. Setting is based on a range of data, including KS2 SATs scores, CAT scores and internal assessment. All pupils undergo CATs (Cognitive Abilities Test) on entry in Year 7. In Key Stage 4, Core subjects are taught in ability groups. Option subject classes are mixed ability.

Quality First teaching requires staff to adapt lessons as far as the specific curriculum content will allow. Pupils who require access arrangements will be given these in lessons where practical, and in assessments ensuring it is their normal way of working.

Interventions support pupils with difficulties. These include Lexia, Success at Arithmetic, Forest School, Creative Wellbeing, Lego Therapy, 1-to-1 tutoring.

The school follows the current SEND Code of Practice, adopting a "Graduated Approach" to identification and assessment of students with SEND. The school promotes and supports Lancashire's Local Offer for children and families with SEND.

Teachers identify which students were making less than expected progress and work with Year Leaders to establish a reason. If subsequent intervention does not lead to adequate progress, then the teacher will liaise with the Year Leader and complete a graduated response form which will be sent to the SENDCo. Parents will be consulted and involved in this process. A meeting will be arranged between the SENDCo and the parent and this may lead to the conclusion that the student requires further support.

Communication with Parents

Carnforth High School will, as far as is reasonably possible, foster strong communications with parents/ carers. The school staffing information is available via the school website and parents are encouraged to contact the relevant members of staff. There is also a message facility on Class Charts. The first point of contact is the pupil's form teacher or Year Leader. If the concern is subject specific, then the class teacher or Subject Lead should be contacted. Staff will endeavour to respond to communication as quickly as their teaching commitments allow. More formal meetings will be pre-arranged, either in person or via an online forum. For pupils with SEND, where the concern is specific to SEND, the SENDCO can be contacted.

Pupil progress is monitored and tracked throughout the year. Progress Reports are sent home each term, and each Year group has at least one after school Parent Meeting per year. Pupils on the SEND register will meet with a member of the Learning Support Department termly to review progress and provision. Parents are invited to be part of this review process. Pupils with an Education Health & Care Plan (EHCP) will have an Annual Review and two termly reviews.

The school website provides information about the school, including school policies. Letters to parents are available on the school website and are sent out to the email address provided by parents and via Class Charts. If requested, paper copies of letters can be sent home with a pupil. School seeks parents' views and feedback through questionnaires, annual and termly SEND reviews, and are signposted to the OFSTED parent view website.

Information evenings are provided for KS4 Options and GCSE preparation guidance. The parents/ carers of incoming Year 7 pupils are invited to an Information Evening in the summer term prior to their child's enrollment in September. Additionally, there is a Transition Day to support these pupils with the move from primary to secondary school. For pupils with SEND, there is an Enhanced Transition programme which pupils will be invited to as required by the SENDCO.

Pupils transitioning to Post 16 provision may be supported with taster days that take place during Year 11. Information to support transition from KS4 to KS5 is shared with Post 16 providers. For SEND pupils, additional support may be given as required to reduce any anxiety that is identified during this transition period.

Working Together

Carnforth High School works with all stakeholders to support pupils and signpost support for the family where necessary. We work closely with external agencies including the Local Education Authority, Social Care, CAMHS, Educational Psychology, Specialist Teachers, Barnados, Healthcare professionals (e.g. school nurses). External professional working with families is encouraged to attend meetings to ensure partnership working and cohesive outcomes.

All stakeholders, including parents, pupils, staff and external professionals are invited to attend EHCP reviews and are encouraged to take part in the review process.

Keeping Children Safe

School has all statutory risk assessments in place. These include those associated with premises and grounds, and those concerned with specific subjects, individual pupils or educational visits. They are the responsibility of the Headteacher (or other appropriate personnel) following advice from health and safety professionals, other professionals (e.g. health sector), and parents/ carers where appropriate.

Teachers and additional welfare staff are on duty over break and lunchtime periods. The Learning Support Department and The Wave provide before school break and lunchtime activities and support for vulnerable pupils. All policies, guidance and procedures relating to safeguarding, child protection, internet security and safety are available on the school website or via the Bay Learning Trust offices. Pupils are reminded to report unpleasant behaviour to any adult in school. Additionally, pupils and families are encouraged to report any form of harm using the 'Reach Out' button on the school website. This is monitored daily by the Designated Safeguarding Leads.
Help and Support Available for the Family
School can support families in completing paperwork if requested, or signpost them to appropriate external support. Where necessary, support can be provided for parents who for whom English is an additional language. The school Careers Lead is the Assistant Headteacher with responsibility for Careers Information Advice & Guidance (CIAG). All pupils will have a meeting with a specialist careers advisor prior to key transition times. Additionally, all teaching staff, subject leaders and school leaders can offer CIAG to parents and pupils. The SENCo will provide transition arrangements for SEND pupils where appropriate at key points during their time at school. The Local Authority will provide additional support to SEND pupils and their families at key points in transition. When required, pastoral, support and learning support staff (or SENDCo) will refer or signpost pupils and their families to other agencies for support or diagnosis (with parent/ carer agreement).
Transition from Primary School and School Leavers
All Year 6 pupils transferring to Carnforth High School are expected to attend Transition Day. SEND pupils will be invited to an Enhanced Transition Day(s) as required. Pupils with more complex or specific needs may require additional support or visits. Year 11 leavers move onto a post 16 provider, the SENDCo or other nominated member of the learning support team will meet with the learning support department of that provider as requested. Pupils in their final year of school have a timetable that focuses on their next steps and life beyond Carnforth High School. They will have a range of options that facilitate the range of options open to them and the support from staff to action these. CIAG opportunities and events take place at key points throughout the year as part of the school calendar.
Reviewing and Evaluating Outcomes
Pupils are regularly assessed by their teachers to assess their progress within each subject and against their target grades. These are calculated using KS2 SATs scores or equivalent. Pupil progress across all subjects is tracked. Subject Leaders and class teachers will monitor progress and where necessary will provide intervention, either within the classroom environment or with additional support. The progress of SEND pupils is monitored by the SENDCo as well as classroom teachers. As required, interventions may be delivered by learning support staff to close or narrow the gap between the predicted and target grade. SEND pupils whose literacy, numeracy or social communication skills, for example, are a barrier to progress, will be offered intervention either before, during or after school to support the development of

these skills. Success and impact are measured by assessments prior to and following the completion of any intervention that takes place.

Health (including Emotional Health and Wellbeing)

Pupils with medical needs including, for example, medicated ADHD, diabetes and conditions typified by seizures are monitored by pastoral staff. Each has an Individual Healthcare Plan, compile with advice and support from healthcare professionals and parents. These are shared with staff. Appropriate training takes place where necessary.

Carnforth High School works closely with health professionals and other agencies to support individual pupils as required. Support for pupils with mental health and behavioral issues are supported by the pastoral and support teams, e.g. The Wave. Alongside advice and training, staff are provided with key strategies to use with individual pupils who have difficulties in managing their mental health or wellbeing. All pupils, including those with SEND are supported to develop their self-esteem, confidence and independence in order to take personal responsibility for their own learning and behaviour.

Extra-Curricular Activities

Carnforth High School provides before-school, breaktime and lunchtime clubs for our most vulnerable pupils. The learning support department provides a Study Club after school to support SEND pupils to complete homework and other learning tasks. For Year 11 pupils, an extensive programme of intervention to support GCSE attainment is offered to all pupils.

The school offers a wide range of lunchtime and after school clubs and activities, including the Duke of Edinburgh award. These are supplemented by a programme of both subject specific and broader educational trips and visits to enrich our pupils' school experience. There is a charging and remissions policy that seeks contributions for payments from parents. All activities, trips and visits are aligned to the school's values and vision, with alternative opportunities in place that offer an equivalent experience to ensure inclusivity.