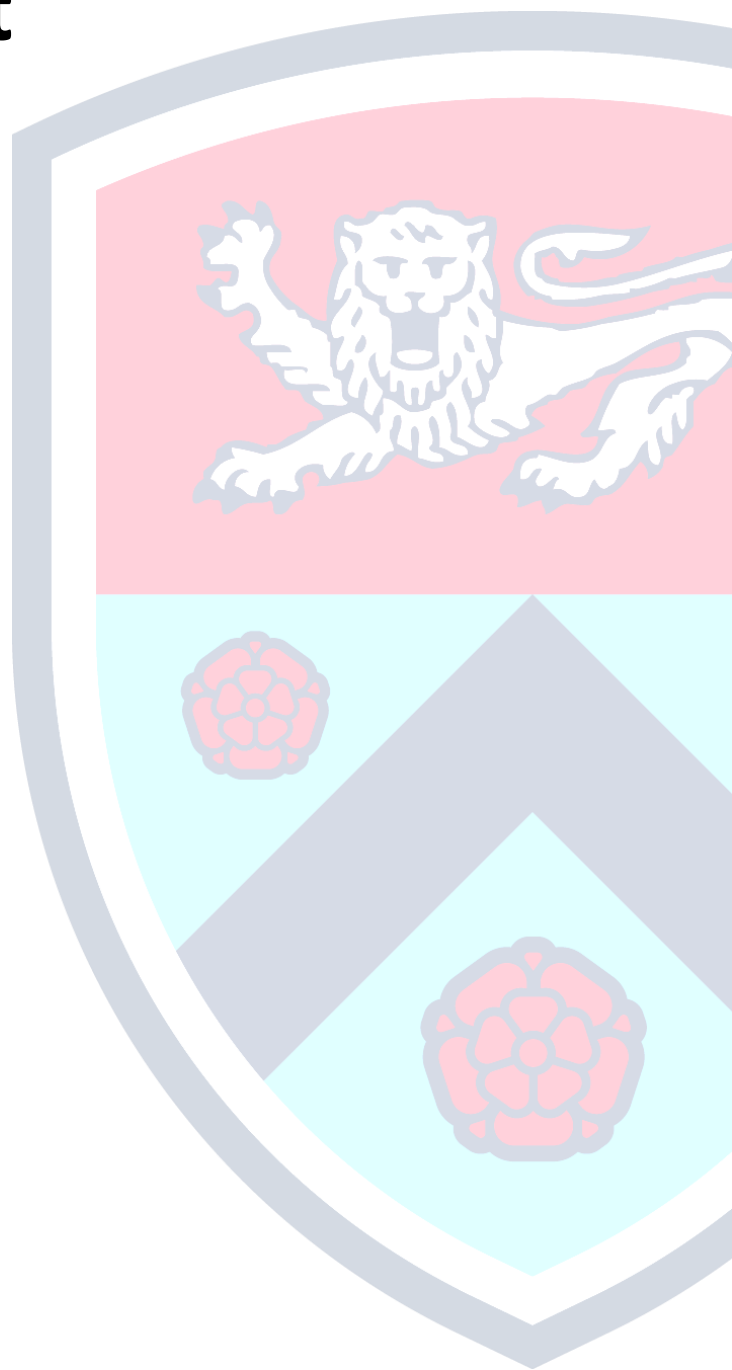




Carnforth
High School

SEND School Information Report



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Governors' Committee:	Student Welfare
Next Review Date:	September 2026

Confidence Purpose Respect

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 adapted curriculum.

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

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

- Teachers
- Learning Assistants
- The Wave manager
- The Wave mentor
- 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: Autism and Speech, Language and communication difficulties
- SOCIAL, EMOTIONAL AND MENTAL HEALTH: Attachment disorder, Attention deficit hyperactivity disorder [ADHD], ADD, Tourettes.

Year Group	Cohort size	EHCP	% of cohort	School Support K	% of cohort	Total SEND (E&K)	% of cohort	EHCP pending	School monitoring M	Cognition & Learning	% of cohort	Communication & Interaction	% of cohort	SEMH	% of cohort	Sensory	% of cohort	Physical	% of cohort
7	121	4	3.3%	38	31.4%	42	34.7%	2	1	21	50.0%	5	11.9%	11	26.2%	2	4.8%	2	4.8%
8	138	6	4.3%	28	20.3%	34	24.6%	1	6	18	52.9%	7	20.6%	10	29.4%	1	2.9%	1	2.9%
9	145	2	1.4%	28	19.3%	30	20.7%	1	10	14	46.7%	18	60.0%	3	10.0%	1	3.3%	1	3.3%
10	144	8	5.6%	20	13.9%	28	19.4%	1	12	17	60.7%	13	46.4%	4	14.3%	3	10.7%	1	3.6%
11	112	3	2.7%	14	12.5%	17	15.2%	0	4	8	47.1%	10	58.8%	2	11.8%	1	5.9%	0	0.0%
All Years	660	23	3.5%	128	19.4%	151	22.9%	5	33	78	51.7%	53	35.1%	30	19.9%	8	5.3%	5	3.3%

Weekly PASS meetings are held where a range of attendance, assessment and behaviour data is scrutinised to identify possible SEND. If deemed appropriate, further testing can be completed.

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 promotes and supports Lancashire’s Local Offer for children and families with SEND.

Identifying students with SEN/D

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

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
- Any attendance issues.
- Any issues with sleep or lack of concentration.

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 SENCo. Parents will be consulted and involved in this process. A meeting will be arranged between the SENCo and the parent and this may lead to the conclusion that the student requires further support that is additional to or different from that which is normally available.

Assessment of need:

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

Lucid Lass

SNAP

SSiS

Wrat 5 [Reading, spelling, Maths and comprehension]

A PASS meeting takes place every week that is attended by the Headteacher, Behaviour Leads, DSL, attendance officer, SENCo and wave manager.

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 or a Level 3 Learning Assistant 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 can be discussed during consultation meetings with outside agencies such as the Educational Psychologist.
- The progress of students with ECHP's is discussed in their annual reviews. At their Year 11 annual review, transition to post 16 options is discussed with parents and students have an opportunity to meet with the school's Careers Advisor prior to this Annual Review.
- 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 social workers, virtual school, the carers, and adults with special guardianship orders.
- All students with an EHCP have a named keyworker. The Keyworker sends a weekly email to parents to inform them about student progress, notify them of achievements and inform them of future events/deadlines.

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 it to refute any negative comments a student may make.
- Students with EHCPs will use affirmation cards during keyworking sessions which help students develop empowerment and a positive mindset.
- Students are made aware of their progress and challenging targets have been set for them by their subject teacher and key workers.
- Students are aware of their progress in all provisions and interventions
- Students are encouraged to attend SEN Review meetings, and their views are recorded on pupil passports

- Students identified with a formal Autism diagnosis or waiting for an Autism assessment are given the opportunity to meet with the Autism specialist teacher individually to discuss about their experiences in school and strategies that will support their learning.
- 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 meetings, set targets, review targets takes place regularly throughout the year.
- Following an assessment of potential area of SEN, a meeting takes place with appropriate stakeholders to discuss the findings and how best to meet the students' needs.
- When assessing young people with SEN 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 Level 3 Learning Assistants
- Meetings are frequently made with external agencies (Educational Psychologist, Autism specialist teacher and Specialist teachers from Traded services)
- Parental views are gathered via the SEN reviews and recorded on Provision Maps
- Information and recommendations from all reports including EP reports, are included on pupil passports, and pupil passports are accessed to all teachers and Year Leaders via class charts. Pupil passports are a 'live' document' that are regularly updated to reflect the changing profile of each student.
- 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 SEN 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 CLA 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 process.

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

- For students on the SEN register, the SENCo will liaise with student, families and Post-16 placements in terms of transition planning.
- Arrangements for additional transition visits will be made, and student SEN files will be passed onto the next placement, to ensure smooth and thorough transition of all information.
- Year 6 students with an EHCP or with complex needs will be offered a full or short enhanced transition programme which will run alongside the transition programme offered to all new Year 7 students. Enhanced transition visits give students the opportunity to meet and familiarise themselves with key staff early.
- The SENCo completed forms for transport and extra funding and provided letters of support for students going on to college or university.
- Opportunity for discussions with College SEN transition leads to produce bespoke transition plans for all students in Year 11 with EHCPs, if required.
- When students are placed in forms, SEN needs and recommendations from parents and primary school are considered.
- All new Year 7 students were screened using the WRAT 5 spelling and maths test and students on the SEN register will receive additional screening using WRAT 5 single word reading test and the Lucid Lass test.
- All teachers are briefed about SEN students on the first inset day, so reasonable adjustments are immediately put in place.
- Strategies and key information are placed in Provision Maps and made available to all staff, so appropriate planning is put 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
- Provision Maps include strategies to help support student's individual needs.
- Most students with SEN are encouraged to complete all 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 paper – 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 complete environmental audits with the SENCo offering the 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 strategically manage SEND in the school.
- All learning assistants attend whole school CPD training every Tuesday and receive bespoke training programme to develop their skills and knowledge. Many of the training colleges form part of the training offer accessed through National College. All learning assistants have completed the following:

Certificate in the role of a TA

Lego therapy

Precision teaching

Training for readers, scribes, EAA invigilators and other facilitators in exams

Effective questioning: improving pupil outcomes

EEF Guidance; Boosting pupil progress with scaffolding

- All Learning assistants complete an annual appraisal.

- The SEN Governor is completing the Certificate in the role of the SEND Link Governor or Trustee
- 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.

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
- Completed graduated response forms to the SENCo from subject teachers and YL
- Students with EHCPs, are invited to annual reviews that take place at least once a year
- Meetings with the school's TRADED Services team, Autism specialist teacher 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.
- Students with SEN are encouraged to attend extracurricular activities, ensuring that they can participate with peers.
- Students with SEN 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 SEN 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.
- Students with EHCPs have weekly meetings with a Keyworker where they practice 7-11 breathing and can discuss any concerns which are passed on following school policy.
- TRADED Services have regular meeting with students.
- Autism specialist teacher have regular meetings with students to hear their voices.
- Educational Psychology meetings include individual students.
- TAF meetings
- 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 Autism specialist teacher.
- 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.
- The SENCo, Year Leader or Designated Safeguarding Lead (DSL) will lead these meetings with the view to creating a multi-agency approach to support students 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?
• There are regular PEP meetings involving the designated teacher, social workers , carer and Virtual school representative
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 access 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 IT 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, 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 etc to improve the access of students across the curriculum • Lifts 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. • Discussions between education compliance, SENCo and parents to produce appropriate Personal Emergency Evacuation Plan that are shared with all staff and parents. • 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 paper
- With Joysticks and tracker balls.
- Modified keyboards,
- Interactive whiteboards
- Text-to -Speech software.
- Exam reading pens
- Rulers/compasses with large print
- Keyboards with large font letters and numbers on a yellow background.