Governors’ SEND Report to Parents
2016-2017

Fair means that everyone gets what they need, not that everyone gets the same.

What is this report about?
As Governors of Carlton Hill School we are responsible for ensuring the school is doing a good job in providing for children who have special educational needs and/or disabilities. Each year we must report to you, the parents and carers of the children, on how this has been done over the last year.

At Carlton Hill “fair means that everyone gets what they need, not that everyone gets the same”. This is to ensure that each and every child has an equal chance to succeed and flourish. At the heart of this intent is the provision for children with SEND (Special Educational Needs and Disability). Provision for children with special educational needs is set out in the school SEND Policy which you can read on the school website.

There are different types of SEND that the school provides for. These are

- Communication and interaction needs
- Cognition and learning difficulties
- Social, emotional and mental health needs
- Sensory and physical needs

Ms Isabel Reid is our INCo (Inclusion Co-ordinator) which means she is responsible for children with SEND (Special Educational Needs and/or Disabilities, PSHE (Personal, Social and Health Education) as well as pupils’ well being and inclusion. Last year her role as SENCo (Special Educational Needs Co-ordinator) and her other roles and responsibilities were brought together under the one title – Inclusion Co-ordinator. This bringing together of responsibilities was to ensure that removing barriers to learning and making sure ‘everyone gets what they need’ involves meeting the children’s educational, emotional, social, physical and well being needs.

How does the school identify children who need extra help?
- Some children join the school with their needs already identified.
- Children tell staff or show through their behaviour if they are struggling in any area.
- Staff encourage parents and carers to share their concerns about their children’s progress.
- Staff meet regularly as a team to discuss learning or well-being concerns about children.
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- Staff identify and plan for children who are not making expected progress in termly Pupil Progress meetings.
- There are specialist reading and maths teachers and they use a range of assessments to look for reasons why children are making slower progress and then plan appropriate support.
- The school has recently purchased, and staff have been trained in using, Speech and Language Progression Tools to assess need in this area.
- Other people are brought in to help too; e.g. the school nurse, our link educational psychologist (EP) and our link Speech and Language therapist (SALT), and Literacy and Language specialist teachers and an ASC specialist teacher.

If you have any concerns about your child please contact the schools Inclusion co-ordinator (INCo). Her details are at the end of this report and she will be more than happy to speak to you. Working with parents is crucial to ensuring children learn and are happy at school. Once a child has been identified there is regular contact with parents and carers to ensure they are fully informed. If you would like more information look at the school’s Local Offer on the website. There is also a link to the Brighton and Hove Local Offer on the website.

How have children with SEND been supported this year?

This year intervention groups were renamed LEAP groups which stands for learning, enjoyment, accelerated progress. This was introduced through staff meetings and school assemblies, and was in response to feedback from pupils that they were not always sure why they were receiving extra support or how it related to their learning in class. There has been a change in the process by which children are selected for additional support and via pupil/teacher conferencing sessions children have been encouraged to self-refer for support in subjects they are struggling with. LEAP targets are set, and shared back in class to make links between the learning in and out of the classroom. The aim being to ensure children feel more involved in the process, committed to the extra LEAP work and make greater progress as a result. Staff have also tried to make sure that children do not miss too much time out of subjects that they enjoy by careful changes to timetabling.

In addition to this change in approach the school has:
- purchased additional resources to support specific SEND needs. These have included: pencil grips and chews, left handed pens, ear defenders, talking tins and recorders, writing slopes, dyslexia friendly paper and additional sensory resources.
- run a parents group for parents and carers of children on the autistic spectrum
- run a number of additional maths boosters for disadvantaged children
- arranged for the Literacy Support Service (LSS) teacher to regularly attend parents evenings to discuss the LSS pupils progress with parents and carers
- introduced a new Active Listening Programme to support children with speech and language needs
- employed a second school counsellor (trainee) to offer the support to more pupils
- purchased an online system (EduKey Provision Mapping) to manage all provision mapping and individual education plan (IEP) writing, which will support with costing
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all SEND provision and ensuring a more consistent approach to target setting, and all aspects of the plan do, assed, review cycle for pupils

• reviewed the assessment process for pupils with SEND and planned how to improve showing progress through a revised system of recording attainment for these pupils.

This year some of the commercial intervention programmes are no longer being run and instead more bespoke programmes have been planned and delivered in response to need, particularly in KS 2 Maths.

The following programmes of additional support have run for all, or part, of the year:

**Every Child a Reader (ECaR)** for Y1/2 pupils
**Fischer Family Trust reading programme**
**Boosting Reading Potential**
**Chatterbooks**
**Every Child Counts (ECC)** for Y2/3 pupils
**School Start Language (Reception)**
**School Start Sound Awareness (Reception)**
**Active listening groups**
**Talkabout social communication**
**Small Group Maths Intervention (bespoke)**
**Y4, Y5 & Y6 Maths boosters**
**Y6 reading boosters**
**Small Group Reading Intervention (bespoke)**
**Bespoke short term phonics interventions (in class for any children not at age related expectations)**
**Bespoke handwriting interventions**
**Pastoral support with Learning Mentor (1:1 and small groups)**
**1:1 Counselling**
**Weekly 1:1 and group support from the Behaviour, Inclusion and Learning Team (BILT)**
**Lego therapy group for KS1 pupils with SEND**
**Construction club for KS2 pupils with SEND**

**How has the school staff been trained to support children with SEND this year?**
The school continually reviews the expertise and training of staff to ensure they have the knowledge and skills to support children with SEND. This year the following training has taken place:

• the INCo has completed the postgraduate Certificate in Professional Practice: National Award for SENCO at Chichester University.
• All teaching staff have had training sessions on supporting children with speech, language and communication difficulties from the Speech and Language therapist and Language support teacher.
• Five more members of staff attended the 1 day Introduction to Autism course.
• All support staff and some teachers attended a twilight Makaton refreshers course.
• Five further more members of the support staff attended the ‘Just Right System’ training aimed at helped children with sensory regulation.
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- The Learning mentors have attended a number of twilight sessions run by the Public Health Schools Programme aimed at supporting children with a range of mental health issues such as anxiety.
- Extra diabetic training was carried out this year to ensure a stronger diabetic team in school to manage the needs of pupils with this condition and to support them in attending all trips including residential.
- All staff have received training from the Young Carers and all pupils have had Young Carers awareness raising through assemblies (in PSHE lessons or key years groups)
- All staff received annual ‘Epipen’ training delivered by the School Nurse and several key stage 1 staff have had comprehensive paediatric first aid training.

How has the school assessed children’s progress and the impact of SEN support and interventions?
Teachers are constantly assessing their pupils, including those children with SEND. In addition assessments are made before and at the end of an intervention to measure the progress made. The quality of SEND provision offered to pupils is evaluated through:
  - Intervention entry and exit assessments and LEAP group target setting
  - Termly data at Pupil Progress Meetings.
  - Termly provision mapping meetings with class teachers and INCO to plan for the LEAP groups and ensure all pupils receive the extra help they need
  - Close monitoring of impact and pupil responsiveness to interventions through new LEAP target setting and group forms.
  - Termly reviews with outside agencies who are supporting children such as SALT, EP and LSS
  - Annually auditing the impact of interventions by analysing pupil progress measures
  - Sampling parent views and feedback via questionnaires.
  - Gathering staff views and feedback through pupil progress meeting and INCo meetings with TA/INAs.

How are parents and children/young people included in activities outside the setting, including school trips and clubs?
- Activities and school trips are available to all by providing additional funding for pupils with SEND or pupil premium children where possible
- The school tries to keep costs to a minimum, choosing as many local visits using public transport as they can. Financial support is offered when necessary
- Parents and carers’ involvement on trips and visits is welcomed
- Risk assessments are carried out and procedures are put in place to enable all children to participate-

How has the school ensured resources are being used effectively?
It is extremely important that the school assesses how children are progressing and the impact of the SEN support. We, the governors, need to ensure that the resources are being used effectively, that they are helping children learn and succeed, and are providing value for money. The INCo and Headteacher make regular, detailed reports to the Governors on the effectiveness of the SEND provision. This is what they have told us-
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“We use evidence based programmes of intervention to support children and we assess them on entry to and exit from the programme so that we can evaluate the effectiveness of each individual programme. In some cases we have identified a lack of assessment materials and are currently identifying and acquiring resources for the start of the year.

• all interventions are evaluated against children’s progress and those interventions which do not show adequate gains, may not be run the following year. This information is used to plan future programmes of intervention, ensuring the effective use of financial resources.
• Three Intervention Pathways and Year group provision maps help us to make clearer decisions about the best support to provide, and specify the entry and exit assessments which will be used to show progress, as well as select pupils for the groups.
• Speech and Language progression Tools are used by key staff to assess pupils to prioritize referring pupils on to SALT
• The bursar supports the INCo in calculating the cost of interventions so that this can be compared to the progress made by pupils at the end of the year. This comparison will help inform our decisions about which interventions will run the following year
• SEND resources have been planned and budgeted for, linked to the SEND action plan.”

How has the school supported pupils’ overall wellbeing?
Supporting pupils’ well being is the most important job the staff at our school do as it is fundamental to successful learning. Feedback from the school community (questionnaires June 2017) indicates the school is doing well at this:

- Over 90% of parents/carers and staff believe Golden Rules and Golden Time encourage children to behave well and with consideration for others.
- Over 90% of parents/carers feel their child’s personal, social and emotional needs are well met
- 93% of parents/carers feel their child likes coming to school and 95% say their child feels safe at school (5% above the citywide figure for 2016)
- A high profile and positive anti-bullying week in November and 94% of pupils feel our school is good at dealing with bullying (8% above citywide data on SAWSS 2016)
- The school continued to work on the process for new pupils and created a Welcome Pack with the school council. New pupils have found this helpful and 99% of parents feel welcome at the school.
- Through the Brighton City Partnership for Education (BCPfE), there is access to three family support workers who have worked with 7 families intensively as well as workshops and drop in sessions.
- There have been over 14 Early Help Plans in place this year to support families.
- For the third consecutive year, sociograms were used to map children’s friendships to check that everyone has positive peer relationships and plan support. Staff have seen many children develop more secure friendships as a result
- The Behaviour and Inclusion Team worker has supported 6 children one to one and run a friendship group for one class.
- This year the two learning mentors have worked with over 85 pupils either one to one for nurture or group work on social emotional and friendship skills.
For children with medical needs detailed Care Plans are written in consultation with parents/carers and the support of medical professionals, such as the school nurse and health visitors. These are discussed with all staff who are involved with the pupils.

To support the well-being of children with complex needs the INCo talks to parents/carers about how the school can help children understand their own disability/difference and sometimes support those children in explaining this to their classmates. The staff believe understanding and learning about each other’s needs helps the whole school learn and play better together. This year there have been whole school assemblies on Dyslexia, ASC and diabetes, with pupils involved in the planning and delivery where appropriate. In some cases SEND pupils were then supported to talk to their own classes about their strength and difficulties and ways in which others can support them in school.

**How has the school prepared and supported children with SEND when joining our school or transferring to a new school?**

The staff understand what a stressful time moving schools can be, therefore many strategies are in place to enable the pupil’s transition to be as smooth as possible. These have included:

- The INCo liaises with the nurseries to plan for any children with additional needs in Summer term, and in addition have, this year, planned transition meetings with new parents and the key support staff which has enabled planning in more details for a September start to school.
- New Reception pupils are invited to settling visits prior to starting as part of the Reception and Key Stage 1 transition programme. A phased approach to full-time school in September which can be adapted to a slower phased approach to full time in consultation with their parent/carers.
- The school has run the transition project for children moving from R to Y1, and Y1 to Y2, which ran for six mornings in the summer term. This is particularly supportive of SEND pupils who may struggle with change, as they are able to become familiar with their new teacher and classroom before moving up a year.
- The INCo completed the B&H Vulnerability Index in April for all Year 6 pupils to ensure that all the key information on their needs was passed up to the next school.
- Secondary school staff visit pupils at Carlton Hill prior to their joining their new school, and where a Y6 pupil has had more specialised needs, separate meetings are arranged with the secondary school SENCO, the parents/carers and where appropriate the pupil.
- Some children, who have been identified as needing extra support over this transition to secondary school, are supported by a mentor or individual needs assistant and have extra visits to familiarise them with their new school and key staff there. When needed, visits were arranged for after the start in September to support settling in.

**Areas for Development in SEND provision**

Next year the school will focus on:
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• Quality of differentiated planning for pupils with SEND
• Use of new EDuKey online tool to create a more consistent approach to plan/do/assess/review cycle and paperwork
• Develop a more refined system for mapping smaller steps of progress for pupils with SEND
• Introduce a forest school programme one afternoon a week to support children’s social and emotional needs

For more information please refer to the following documents which are available in the SEND area on the school website:
• SEND Policy
• Our Local Offer
• Safeguarding Policy
• Teaching and Learning Policy
• B&H Local Offer

Or you may contact the INCo for more information or to discuss a concern
isabelreid@carltonhill.brighton-hove.sch.uk
Or the SEND Governor Christina mcneill@carltonhill.brighton-hove.sch.uk