

Carre's Grammar School SEND Information Report

Academic Year 2023/24

Our Approach as a School:

Carre's Grammar School prides itself on being an inclusive school where every student is valued and respected. We are committed to the inclusion of all of our SEND students and support them in their learning and well-being. A person centred and whole school approach is taken to ensure that SEND students have high aspirations of themselves.

The Student Support team work closely with parents, carers, teaching staff and other stakeholders to ensure that SEND students are offered a broad and balanced curriculum which caters for their individual needs.

Who is the SENCO?

The SENCO is Mrs Jacqueline Millband, she can be contacted either by email (jacqueline.millband@carres.uk) or by phone (01529 302181).

Other Key Staff:

Executive Head Teacher

Mr Nick Law (nick.law@carres.uk)

Designated Safeguarding Lead (Assistant Head Teacher)

Mrs Hayley Goymer (hayley.goymer@carres.uk)

Governor with SEND Responsibility:

Mrs Louise Briggs

Learning Mentors

Mr Jack Appleby

Mrs Pam Clapham

Mrs Sheree Manley

Mrs Jessica Sivyer

Mrs Tracey Dale (casual classroom support)

student.support@carres.uk

Who should you contact about the school admissions?

Mrs Julie Body, PA to the Head of School

Contact: julie.body@carres.uk or 01529 302181

What kinds of SEND are provided for?

The school makes provision according to the needs of the students on roll:

- Specific Learning Difficulties
- Communication and Interaction Needs
- Social, Emotional and Mental Health Needs
- Sensory and/or Physical Needs
- Speech and Language Difficulties
- Medical or Health Conditions

Identification & Assessment of SEND

'A pupil has SEND where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age' (SEND Code of Practice 2014).

Carre's Grammar School identifies students with SEND by:

- Information provided by primary schools at the point of transition.
- Concerns are raised by parents/carers, teachers or the student themselves
- If students are making less than expected progress given their age and individual circumstances.
- If there is a marked and noticeable change in the student's behaviour and progress.

Assessment of unidentified needs will include some of the following:

- Observations by the SENCO and wider SEND team (Student Support)
- Analysis of tracking data
- Screening and diagnostic testing (GL Dyslexia screener for example)
- Involvement of outside agencies

All students will be monitored according to their progress. This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a student is recorded as having SEN.

Underpinning ALL our provision in school is the **graduated approach** cycle of 'Assess, Plan, Do & Review'.



Assess: All staff are responsible for assessing, monitoring and tracking the progress of students. The School's Assessment Calendar provides a structure for this and each student is regularly formally assessed throughout the school year.

Plan: Class teachers, Heads of Departments, Form Tutors, Heads of Year and the Student Support team regularly check the progress of students. All lessons are adapted to meet the needs of each student, appropriate lesson resources and teaching methods are employed. If a student is struggling or not making the progress appropriate for them, further support and intervention is put in place.

Do: Carre's Grammar School staff strive to provide **High Quality First Teaching** for all our students. Teachers prepare detailed schemes of work and lessons which support the learning and progress of all students through a variety of methods, creative and innovative teaching techniques and the use of varied resources. When areas of concern are identified through the assessment cycle, teaching staff adapt their teaching and resources to suit the needs of all learners. This includes students with SEND.

Review: Through the use of the assessment cycle, staff review progress of students continuously throughout the year. Any concerns regarding a student's needs or their potential barriers are referred to the Student Support team. The SENCO is responsible for the co-ordination of SEND provision within school.

Working in partnership with parents & carers

Parents and carers are involved in planning their child's education through the review process. These reviews are facilitated by the SENCO and supported by the Student Support team.

There is an annual parents' consultation evening for all students each year. The SENCO and the Learning Mentors are available to discuss student progress and/or any concerns parents and carers may have.

What arrangements exist for consulting students with SEN and involving them in their education?

The views of students are taken into account through Student Voice questionnaires, Learning Plan reviews as well as the School Council. We also have a newly formed Student Support Council who meet once a term to discuss matters involving SEND students in the classroom. The Student Support Council is made up of small group of students who access Student Support services.

Students on the SEN register or those with an Education, Health and Care Plan have the opportunity to contribute their views through the review process and through regular student voice captures.

What different types of support are available for students with SEND?

The SEND provision available to students covers the following areas:

- Subject teacher input via targeted classroom teaching based tasks and activities.
- Implementation of specifically tailored support strategies.

- Group work with a small number of targeted pupils, run in the classroom, supported by a member of the support team.
- Specialist groups run by, or in partnership with, specialist agencies such as the Communication and Autism Team, Educational Psychology Services etc.
- Specialised one-to-one support from specialised professionals skilled in specific areas of need, such as Dyslexia, Dyspraxia, Sensory Support, Counselling, EAL etc.
- Peer/teacher mentoring opportunities.
- Provision of specialist support equipment, IT or modified resources.
- Referral to external agencies such as Child and Adolescent Mental Health Services, School Nurse, Speech and Language Therapy etc.
- All pupils with sensory needs have access to a supportive school environment.

There will also be students who receive specified individual support funded by the Local Authority, this type of support is available for students whose learning needs are severe, complex and lifelong. This is provided via an Education, Health and Care Plan (EHCP). This type of support is available to students with specific barriers to learning that cannot be overcome through normal classroom teaching, intervention groups, regular Learning Mentor support or specialist teacher/agency/involvement/advice. The EHCP will outline the number of hours and financial assistance your child will receive from the Local Authority. Short-term and long-term outcomes will be specified.

What support will there be for your child's overall well-being?

The school offers a wide variety of pastoral support for students who are encountering emotional difficulties. These include, but not limited to:

- Access to support from members of staff (Heads of Year, Learning Mentors, SENCO, Form Tutors, etc...)
- Student Wellbeing Ambassadors
- Access to a quiet space during unstructured times
- Access to external counselling services
- Referrals to external agencies

How does the school cater for student medical needs?

Where students have a medical condition in addition to SEND, their provision is planned and delivered in coordination with a Medical Plan. The school adheres to the procedures specified in the School Medical Conditions Policy as laid out in the DfE Guidance for Supporting Pupils at School with Medical Conditions April 2014.

What specialist services and expertise can be accessed by the school?

The school works alongside and seeks support from other agencies where required to maximise opportunities and potential.

Directly funded by the school are:

- A SENCO
- Four Learning Mentors, providing in-class, group and one-to-one support for students with Additional Needs.
- One part time Teaching Assistant

Sometimes it is necessary to consult with outside agencies to receive their more specialised expertise. Some of the agencies used by the school include:

- CAMHS
- Autism Outreach Team
- Ethnic Minority and Traveller Education Service
- School Nurse Team
- Social Services
- Speech and Language Therapy Team
- ASKSaLL
- BOSS

Transition and Induction

All prospective Year 7 students are visited in their primary school by a member of Student Support, or the wider pastoral team and primary school teachers are consulted. Where there is a known learning need and/or disability a meeting will be arranged with the parents/carers and SENCO to agree a transition plan. Where appropriate, additional familiarisation visits will be arranged and preparation for independent travel training for home to school travel can be explored.

A similar process will be offered to students transferring to Carre's at different entry points. Students joining the Sleaford Joint Sixth Form are asked to complete a SEND transition form to ensure that the school is aware of their needs and their usual way of working.

Students seeking to transfer to other educational institutions to complete post-16 courses/apprenticeships are supported in those transitions. Students are supported in identifying suitable courses and the completion of the application form. The receiving institution is apprised of the student's specific needs and where appropriate familiarisation visits can be arranged.

What training do the staff supporting students with SEND have?

The SENCO holds a BA (Hons) degree, Qualified Teacher Status (QTS) and is working towards the National Award for Special Educational Needs Coordination (NA SENCO).

Staff have regular training and updates to support the SEND students they teach. Whole school training is provided on SEND issues. Individual teachers and support staff attend in school and external training relevant to the needs of specific students in their classes.

What if my child needs Support for Behaviour (including attendance and exclusion)?

If your child needs support regarding behaviour they may have an individual plan or a personal support plan (PSP).

Who will support my child?

In addition to the Student Support team, your child will be supported by:

- Form Tutors
- Heads of Year
- Class Teachers
- Heads of Department
- Wellbeing Ambassadors

How will your child be included in activities outside the classroom, including school trips?

The school aims to ensure that activities and school trips are available to all:

- Risk assessments are carried out and procedures are in place to enable all students to participate.
- 'Reasonable adjustments' are made for those students with additional, medical and/or physical needs.
- If appropriate, a member of the Student Support team will attend the trip or activity.
- Appropriate provision of specialist equipment.
- Advice sought from specialist agencies as appropriate.

School Accessibility:

Due to the age of some of the buildings on site and their listed status, some areas of the school are only accessible on the ground floors. Lessons and activities will be re-roomed as appropriate to ensure all students are able to access them.

What should I do if I have a complaint about SEND provision?

Carre's Grammar School takes its responsibilities towards students and parents/carers of students with SEND very seriously. The complaints procedure is as follows:

Stage One: Parents/carers should contact the SENCO. A meeting will be arranged to discuss the complaint and try to remedy the problem.

Stage Two: Parents/carers should contact the Head of School. A meeting will be arranged to discuss the complaint and try to agree an acceptable resolution.

Stage Three: If the complaint cannot be resolved, the school Governing Body recognises its duty to comply with The Education Regulations 2010. The procedures specified in the School Complaints Policy (available on the school website) should be followed.

Further Information about SEND support services:

School staff are always available to offer support and signpost to other organisations when necessary. Some useful organisations include:

Organisation	Telephone	Website/Email
Kids.org		www.kids.org.uk – working with disabled children, young people and their families
Young Minds		www.youngminds.org.uk Young Minds: The voice for young people’s mental health and wellbeing.
ipsea		www.ipsea.org.uk IPSEA stands for Independent Parental Special Education Advice
Lincolnshire County Council		www.lincolnshire.gov.uk – provides information on the local offer, local schools and information for parents including links to support groups. Find links here for 4all – a magazine with up to date information on SEND and activities for children, young people and families. Also find links here for short breaks for children and young people with
Lincolnshire County Council Support and Aspirations	01522 782030	http://www.lincolnshire.gov.uk/parents/support-and-aspiration/
Lincolnshire Children’s Services	01522 554673	
Parent Partnership	01522 553351	www.lincolnshireparentpartnership.org.uk Parent partnership offer free confidential advice, information and support to parents and carers about special educational needs
Parentlineplus	0808 800 2222	www.parentlineplus.org.uk

PAACT (Autism Support)		paactsupport@hotmail.co.uk
Lincolnshire ADHD Support Group	01522 539939	lincoln.adhd@btconnect.com
EMC Services Equality for Minority Communities	01427 787190	emc_lincs@lincolnshire.gov.uk
Family Action	01522 69010	lincoln@family-action.org.uk
Lincolnshire Centre Grief & Loss	01522 546168	