Governors’ Special Educational Needs and/or Disabilities (SEND) Report to Parents 2017-18

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 (SEND). Each year we must report to you, the parents and carers of the children, on how this has been done over the last year.

Our recent Ofsted Report (May 2018) noted:

The inclusion coordinator is passionate about her role and helping pupils, whatever their need. There is also a constructive programme to develop pupils’ self-esteem, which means pupils are positive about their needs. One staff member reflected that pupils see their special need as ‘one challenge amongst lots of their strengths’. This helps them overcome barriers and succeed in their learning. All this work is helping these pupils to make good progress to catch up with their peers.

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

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 an area.
- Staff encourage parents and carers to share their concerns about their children’s progress.
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• Staff meet regularly as a team to discuss learning or well-being concerns about children.
• 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.
• Other people are brought in to help too. This year these have included: the school nurse, our link Educational Psychologist (EP) and our link Speech and Language therapist (SALT), Ethnic Minority Achievement Service (EMAS), Literacy and Language specialist teachers, occupational therapists, the sensory needs team, two school counsellors and an ASC (Autistic Spectrum Condition) 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.

This report aims to outline our practice for children with SEND or other additional needs, and to give specific information on what has been achieved this year.

SEND School Profile

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<tr>
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<th>Autumn 2017</th>
<th>Spring 2018</th>
<th>Summer 2018</th>
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<td>SEN support</td>
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<td>EHC plan (Education, Health Care Plan)</td>
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<tr>
<td>Total</td>
<td>49</td>
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School 46 / 211 = 21.8% on SEND register (including 2.8% EHCP)
B&H = 16.8% on SEND register (including 3.1% EHCP)
National = 14.4% on SEND register (including 2.8% EHCP)

How have children with SEND been supported this year?
• We have continued to run a number of bespoke LEAP (learning, enjoyment, accelerated progress) groups to provide additional support for children in maths, reading, handwriting and spelling (See below)
• We have also provided 1:1 and small group support from the 7 Individual Needs assistants.
• purchased an online system (EduKey Provision Mapping) to manage all provision mapping and individual education plan (IEP) writing, which has supported with
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costing all SEND provision and is ensuring a more consistent approach to target setting, and all aspects of the plan/do/asses/review cycle for pupils

• purchased additional resources to support specific SEND needs. These have included: a number of new books on SEMH and ASC, electronic spelling aids, wobbly cushions, a range of handwriting pens, more ear defenders, and additional sensory resources including lights for the sensory tent in the nurture room

• continued to run a parents group for parents and carers of children on the autistic spectrum

• set up an LSS group for the pupils who have specific literacy difficulties run by the LSS teacher to share learning strategies, raise confidence and aspirations

• continued to run a number of additional maths boosters for disadvantaged children

• employed a second school counsellor (trainee) for a full day to offer the support to more pupils from Summer term 18-April 19

We have run a number of bespoke intervention programmes in response to need, particularly in KS 2 Maths as well as some commercial interventions for Speech & Language. 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
- Every Child Counts (ECC) for Y2/3 pupils
- School Start Language (Reception)
- School Start Sound Awareness (Reception)
- Active listening/Narrative Speech and Language groups
- Talkabout social communication
- Small Group Maths Intervention (bespoke)
- Y4, Y5 & Y6 Maths boosters
- Y 5 & 6 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
- Busy Hands & Typing programmes for children with fine motor difficulties
- Pastoral support with Learning Mentor (1:1 and small groups)
- 1:1 Counselling (with an additional counsellor in the summer term giving 6 places per week)
- Weekly Forest School run 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:
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• Whole school INSET training on Reading Inference has developed staff confidence in teaching comprehensions skills
• 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.
• YR staff had additional support from the Language Support Teacher due to high need including training on cued articulation
• Support staff and teachers have had training on the Just Right sensory regulation programme from Inco and ASC specialist teacher, and this is being used effectively for a growing number of children on the SEND register.
• Inco and 1 INA attended a Social Stories training course and have used this to support children in a number of classes since
• One INA attended a Lego Therapy training day and this has supported the clubs already run in school
• Five further more members of the support staff attended the ‘Just Right System’ training aimed at helped children with sensory regulation.
• Inco plus Learning Mentor attended a 1 day Mental Health First Aid course
• All support staff had an INSET in June 18 to develop skills in the areas of phonics, 1:1 maths teaching and IT skills
• Annual diabetic training was carried out this year to ensure a strong diabetic team in school to manage the needs of the pupils with this condition
• All staff have had training on using the Edukey Provision Mapping software

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 using the new Edukey Provision mapping programme
▪ Termly data at Pupil Progress Meetings.
▪ Teachers have trialled using an additional tracking method to show small steps of progress of pupils with SEND in English and Maths
▪ 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
▪ 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?
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- 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 how the INCo has summarised how resources have been used effectively this year:

- “The school has invested in new Edukey Provision Mapping software to streamline the paperwork, create ongoing records of all support each child receives and to support INCo and School Business Manager (SBM) in calculating the cost and impact of this additional support. This software has saved both the Inco and SBM a great deal of admin time and made access to key SEND information easier for all staff to access.
- 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.
- The SBM supports the INCo in calculating and recording 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 and feedback from the school community (questionnaires June 2018) indicates we are doing well at this:

- 96% (up from 90%) of parents/carers feel their child’s personal, social and emotional needs are well met
- The annual anti-bullying week in November focussed on Equality for all and the children produced some powerful work on inclusion, including T-shirt slogans in Y5 and Y6.
- The recent Ofsted inspection noted ‘Pupils say that there is a small amount of bullying, but it is resolved very quickly if it happens. They have remembered the messages of anti-bullying week. They know what to do and trust the teachers to help them. Pupils and parents are confident that the teachers will swiftly resolve situations.’
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- We have continued to work on the theme of Welcome as a School of Sanctuary and this year Y6 led Refugee week assembly and produced a display of their learning
- This year, teachers have had training sessions and then taught the new B&H Drug & Alcohol and Relationships & Sex Education lessons in PSHE, which have a focus on healthy choices and positive friendships. A Parent/Carer information meeting was held and pupil feedback will be gathered via conferencing in July.
- The Brighton City Partnership for Education (BCPfE), Family Support Workers have supported 6 families intensively as well as holding workshops and drop in sessions.
- There have been 4 Early Help Plans in place this year to support families.
- Our B&H Inclusion Support Service (BHISS) Primary Mental Health family practitioner offered parent book-ins for advice on any mental health issues and worked with two families on a 1:1 basis and our Primary Mental Health worker is running an anxiety workshop in July for some pupils
- We have held two workshops in school on SEMH, including an author reading her story about anxiety, and a puppet show on depression, both of which had great feedback form pupils
- Approximately 30 children have attended a Forest school group, learning practical and groups skills as well as enjoying afternoons outdoors over the year.
- Our two Learning Mentors have worked with over 40 children 1:1 and ran 8 nurture or friendship groups.
- 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 Coping with Changes, Mental Health, Dyslexia, ASC and diabetes, with pupils involved in the planning and delivery where appropriate
- 2 further pupils with SEND were 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 has, this year, planned transition meetings with new parents and the key support staff which has enabled planning in more detail 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 can be adapted to a slower phased approach to full time in consultation with parent/carers.
- A transition project for children moving from R to Y1, and Y1 to Y2, ran for three mornings in the summer term. It 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.
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- 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 we will focus on:

- Developing the confidence of all staff to use EduKey Provision Mapping to ensure a consistent approach to plan/do/assess/review cycle and all SEND paperwork
- Continue to use an APP style system for mapping smaller steps of progress for pupils with SEND
- Trial a Nurture Group start and end to the day for vulnerable pupils run by the Learning Mentors
- Widen the use of the Just Right programme language across the school
- Revise the behaviour policy in consultation with the whole school community.

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 Christinemcneill@carltonhill.brighton-hove.sch.uk