

**Carr Lodge Academy  
Local Offer**



**Brief description of the school**

Carr Lodge Academy is a fully inclusive 3-11 primary academy. We believe that all children are entitled to an appropriate broad and balanced education. To this end we try to give our children, including those with SEND, the skills that will enable them to be fully included in the life of the academy. It is our belief that the inclusion of SEND children brings benefits to everyone, as all children can learn from one another and all are valued, regardless of ability or disability.

**How we identify if your child may need additional help and/or has special educational needs (SEN)**

In Early Years Foundation stage (EYFS) information is sought r/e special needs from the parents of a particular child or a previous setting. Where a child appears to be behind expected levels, or where a child's progress gives cause for concern, Foundation Stage staff along with the SENCO and parents will consider all the information about the child's learning and development from within and beyond the setting, from formal checks, from EYFS observations and from any more detailed assessment of the child's needs. From within the setting information on a child's progress in communication and language, physical development and personal, social and emotional development will be considered.

Where any specialist advice has been sought from beyond the setting, this will also inform decisions about whether or not a child has SEND. All the information will be brought together with the observations of parents and considered with them.

A delay in learning and development in the early years may or may not indicate that a child has SEND, that is, that they have a learning difficulty or disability that calls for special educational provision. Equally, difficult or withdrawn behaviour does not necessarily mean that a child has SEND. However, where there are concerns, there should be an assessment to determine whether there are any causal factors such as an underlying learning or communication difficulty. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour, a multi-agency approach, supported by the use of approaches such as the Early Help Assessment, should be adopted.

Identifying and assessing SEND for young children whose first language is not English requires particular care. Early Years practitioners should look carefully at all aspects of a child's learning and development to establish whether any delay is related to learning English as an additional language or if it arises from SEND. Difficulties related solely to learning English as an additional language are not SEND.

All concerns are discussed with parents and a joint plan of action agreed. This joint plan of action sometimes takes the form of a Support Plan. Teachers refer closely to the SEND Code of Practice, July 2014.

As the child moves through academy any action taken/support given with regard to SEND is recorded and kept in the child's file & SEND folder if necessary.

If initial concerns have been expressed about a child, the class teacher and SENCO make a joint decision about placing the child on the SEND Register.

At Carr Lodge Academy we:

- Hold statutory annual review meetings for those students with an Education Health Care Plan□
- Hold regularly monitoring and review meetings for children with WAVE 2 or above SEND needs□
- Attend meetings with transition schools to further address the needs of pupils with SEND□
- Attend Team Around the Child/Multi-agency meeting as appropriate□
- Hold twice yearly parent consultation meetings□
- Communication books are put in place where necessary to support home-school communication for children with additional needs.

#### How we will involve your child in the planning and review of their support

At Carr Lodge Academy we promote pupil voice in decision making around the support and education of our children. At an age-appropriate level we will include the child in planning, monitoring and reviewing their educational provide including:

Discussions around individual targets

Discussions around use of additional support and resources

Include the child in discussions with outside agencies including: Hearing/Visually Impaired Service, Educational Psychology, Occupational Therapy, CAMHS, etc

Discussions with the SENCo

Attending My Support Plan and Education, Health and Care Plan meetings as appropriate.

#### How we match the curriculum, teaching and learning approaches if your child has SEN

All pupils should have access to a broad and balanced curriculum. Teachers set high expectations for every pupil, whatever their prior attainment. Teachers use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty are identified and addressed at the outset. Lessons are planned to address potential areas of difficulty and to remove barriers to pupil's achievement. Planning will mean that pupils with SEN and Disabilities will be able to study the full National Curriculum in order to achieve this the teacher may need to prepare additional support including specific resources, prior intervention and adult guidance as appropriate.

The school will support your child through a clear joint plan of action this sometimes takes the form of a 'One Page Profile'. A 'One Page Profile' outlines the support and strategies used with your child in order to meet their needs. This is shared with all adults in school through regular Special Educational Needs meetings, Staff Meeting and daily team briefings

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If initial concerns have been expressed about a child, the class teacher and SENCO make a joint decision about placing the child on the SEND Register. (We also maintain a separate Medical Needs Register).

Academic progress against the National Curriculum age related expectations is monitored on a termly basis by the Senior Leadership Team however a One Page Profile can be monitored as frequently or infrequently as all parties involved feel necessary.

The school adopts the levels of intervention as described in the SEND Code of Practice, July 2014. The Code of Practice advocates a graduated response to meeting pupils' needs. When they are identified as having SEND, the school will intervene through. These are often described as Waves of intervention:

WAVE 1: Quality first teaching through differentiation in English and Maths lessons.

WAVE 2: Small group support for those pupils who are achieving below age expected levels.

WAVE 3: Focused, individualised programmes for pupils working well below age expectation.

Wave 2- (Intervention)

Intervention is characterized by interventions that are different from or additional to the normal differentiated curriculum. Wave 2 intervention can be triggered through concern, supplemented by evidence that, despite receiving differentiated teaching, pupils:

- Make little or no progress
- Demonstrate difficulty in developing Reading, Writing or Mathematics skills
- Show persistent emotional/behavioural difficulties which are not affected by behaviour management strategies
- Have sensory/physical problems, and make little progress despite the provision of specialist equipment
- Experience communication and/or interaction problems and make little or no progress despite experiencing a differentiated curriculum

How we provide additional support if your child has social and communication needs

Personalised My Support Plan outlining needs. All staff follow guidance and training from the ASCETs Team.

We use the following strategies and programs:

- Socially Speaking Intervention
- Time to Talk Intervention
- Zoned Areas of the classroom and playground to provide 'secure spaces' for children
- Visual Time Table
- Makaton

How we provide additional support if your child has physical, sensory and/or medical needs

Children with physical, sensory or medical needs will have a personalised plan that has been created with school, home and all relevant outside agencies to tailor support for the child. As these needs can be so specific we would always ensure we create a bespoke package of care that is regularly reviewed.

### How we provide help to support your child's emotional health and well being

Carr Lodge Academy provides a 'bespoke' approach to providing emotional health and wellbeing support for children with SEND.

This has been done through practice such as:

- Thrive
- Lego Therapy
- Mentoring e.g Horizons and Play for Purpose
- It is the responsibility of the SENCO, with support of class teacher and parents, to provide an alternative Behaviour Plan, where the behaviour policy can not meet the needs of the child
- We refer to outside agencies such as Behaviour Support and Child and Adolescent Mental Health Service where appropriate
- We attend Team Around the Child and Common Assessment Framework Meetings at an appropriate location for all parties
- We follow safeguarding and child protection procedures
- We adapt a clear line of communication and reporting between all staff and the SENCO.

### How we promote developing independence

Promotion of meaningful inclusion for all children;

Provision of the least restrictive/most enabling environment for all children;

Cooperative planning and sharing of skills and strategies among all adults, to promote success for all children;

A visual timetable;

the use of task cards or work folders with step by step instructions and visual prompts;

the use of a basket system for getting and putting away work;

Support staff to work with a whole group of children not 1:1 with a particular child as much as possible.

### How we measure and review your child's progress against their targets and longer term outcomes

All children throughout the school are monitored regularly to ensure they continue to access the curriculum successfully and to help early identification of any area of concern. A range of evidence is collected through the usual assessment and monitoring arrangements, as well as regular formal discussions between the SENCo and the class teachers. For children with SEND progress can be monitored in relation to their additional needs this may be fortnightly, monthly or half termly.

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Experience communication and/or interaction problems and make little or no progress despite experiencing a differentiated curriculum

The child is working below age related expectations.

### **Support Plans & One Page Profiles**

If the school decides, after consultation with parents, that a pupil requires further support in addition to good quality first teaching and interventions to make progress, the SENCO, in collaboration with teachers, will support the assessment of the pupil and have an input in planning future support. The class teacher will remain responsible for planning and delivering individualised programmes. Parents will be closely informed of the action and results. At this stage there may also be involvement of external services. Placement of a pupil at this level will be made by the SENCO after full consultation with Class Teacher and Parents. External support services will advise on targets and provide specialist input to the support process. The circumstance under which we would begin a Support Plan are:

- Still makes little or no progress in specific areas over a long period
- Continues to work at National Curriculum levels considerably lower than expected for a pupil at a similar age
- Continues to experience difficulty in developing Literacy/Numeracy skills

- Has emotional/behavioural problems that substantially impede their learning
- Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists.
- Has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning

Parental consent is sought before any external agencies are involved. Each child is supported by teacher or TA and a One Page Profile is written. This is a document which outlines 'What people like and admire about me', 'What makes me Happy' and 'How I want to be supported'.

### **Education Health and Care Plans**

"Needs Led Not Diagnosis Led"

Where, despite having taken relevant and purposeful action to identify, assess and meet the SEND of the child, the child has not made expected progress, we or the child's parents will consider requesting an Education, Health and Care needs assessment. The school will have the following information available to show the SEN Support given:

- The interventions at Wave 2
- Current and past One Page Profiles
- Information on the pupil's health and relevant medical history
- Assessment information (including National Curriculum levels if appropriate)
- Other relevant assessments & reports from external agencies
- The views of parents
- Where possible, the views of the pupil

An Education, Health and Care Plan will normally be provided where the LA considers the pupil requires provision beyond what the school can currently offer. However, the school recognises that a request for assessment does not necessarily lead to an Education, Health and Care Plan or increase in financial provision.

How we adapt the learning environment and ensure that our school facilities are safe and welcoming to children with SEND

The SENCO alongside appropriate staff will identify students that require 'additional to' and 'different from' provision and makes appropriate adaptations and arrangements to meet these needs.

The academy has the following facilities: wheelchair access, disabled toilet, changing facilities, showers, easy access for taxis/other transport.

How we include children with SEND in the life of our school

We aim, through inclusion, to promote respect and understanding for all pupils regardless of ability or disability. We expect that all our children will benefit from a policy of inclusion; that children will realise that there are others with special needs different to their own and that these children are equal members of our academy. Conversely we consider it important that all our pupils (including those with special educational needs) feel themselves to be equal members of our academy. To this end we promote considering other children as role models. We encourage all the children to have high aspirations for themselves and to have pride in their achievements. This is reinforced by private recognition and public celebration of achievements. Integration is achieved practically by differentiation in the classroom, by specific arrangements for individual children at playtimes, mealtimes and when moving around academy. There is a whole academy response towards some children when this is considered appropriate.

### How we ensure that all our staff are trained and supported to meet a wide range of children's needs

All staff are trained in basic awareness of SEN and early identification through outside agency work e.g. ASCETS and the SENCO.

Where children have a specific need we ensure staff in school have received specialist training so they understand how best to care for that child.

We have staff trained in:

- Speech and Language Therapy
- Gross and Fine Motor Skill Programs
- Makaton
- Physiotherapy
- First Aid
- Thrive
- Horizons
- Lego Therapy
- Administering Medicines
- Epi-Pen

## External support and expertise we can call upon to help us to meet children's needs

Carr Lodge Academy is building a good network of support through the local authority, pyramid schools and social care and health services including:

- Educational Psychology Service
- Occupational Therapy
- Physiotherapy
- NHS School Nursing Service
- Social Care
- Visual Impairment Service
- Hearing Impairment Service
- Speech and Language Therapy
- Autism/Communications Team
- Families First/Safer Families Service
- Early Help Hub
- CAMHs

## How we prepare children to join our school

We prepare children for joining Carr Lodge through visits to both the home and in their current setting so we get an opportunity to observe the child in their current environment.

We offer taster sessions to children to come spend time at Carr Lodge, before they start, where they can meet the adults and children they will be in class with.

Children and their parents are also able to see a wealth of information on our website to help support transition such as timings of the day, curriculum, reward systems, examples of learning and news.

## How we prepare children to move on from our school

In preparation for a child moving to another school from Carr Lodge we ensure we have met with the new school to give them up to date information on the child and their needs.

The child is given the opportunity to go on visits to their new school with a member of staff from Carr Lodge if they feel more comfortable with a familiar face. We can also do work back in school to support the child in getting ready for their move.

## How we deploy our resources to meet the needs of children with SEND

We use provision mapping, each year, to decide how our resources will be most effective.

This will be a combination of WAVE 1,2 interventions and will be needs not diagnosis led.

We are strong believers in promoting independence and do not feel that 1:1 adult:child support is often the best means of support for our children.

The SENCO along with SLT, Class Teachers, Parents, TA and the child will look at programs of support and decide what is needed where and when in the academy.

This is reviewed at least half termly.