



SEND Policy and Information Report 2019-2020

Welcome to Charlton's SEND Policy Information Report. All schools have a duty to publish information on their website about the implementation of the policy for students with SEN.



Introduction

Charlton is an 11-16 Academy School situated on an open site on the outskirts of Wellington. We are proud of the excellent reputation that the school has long held in the local area and beyond. We are an inclusive school that expects all our students to work hard, behave well and to achieve their best. We have provision to meet the needs of students from a broad range of areas included within the SEND Code of Practice (DfE, 2014).

What kinds of special educational needs does Charlton make provision for?

Special educational needs and provision can be considered as falling under four broad areas:

1. Communication and Interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory and/or physical

Charlton provides support in all of these areas.

In terms of admission to Charlton children with an Education, Health and Care Plan which specifically names the school will be allocated places. Additionally, in the case of oversubscription, consideration will be given to those children who have exceptional health reasons and where there is written medical evidence that admission to the school is essential for their medical wellbeing.

Communication and interaction

We work closely with outside agencies in order to support individual students with difficulties associated with their communication and interaction. This may involve the external providers visiting school to work with SENCO/TAs/Teachers as well as parents/carers and students. It may also involve the SENCO implementing recommendations from reports that are sent into school and/or disseminating information to staff. This year we are excited to be further embedding ASD training which will further help us to ensure quality first teaching strategies and support for

students with communication and interaction difficulties across the school. Our aim is to ensure that all staff are knowledgeable and confident in supporting students with communication and interaction difficulties.

We offer communication and interaction-based interventions within Nurture including:

The Axion Club

There is a weekly Social Communication Skills group which is led by a TA using EP recommended programmes. The programme covers areas such as self-awareness and self-esteem, conversational skills, friendship skills, assertiveness skills.

Vocabulary Enrichment

We also use a Vocabulary enrichment programme for students who have difficulties understanding (receptive) and using (expressive) spoken language. This recommended programme is used 1:1 with students to develop their understanding and expression of word meanings and vocabulary in order to enhance learning and social interactions.

Cognition and Learning

Differentiated Teaching

At Charlton staff are experienced in supporting students with cognition and learning difficulties through quality first differentiated teaching within the classroom. For example, we support students through breaking down tasks into bite size chunks, using multisensory teaching and learning methods, providing structured support for literacy-based activities as well as providing additional TA support in some classes/curriculum areas across the school.

We offer a range of cognition and learning based interventions within Nurture including:

Literacy and Numeracy Booster

Students who are identified as working within the 'low average range' (standardised scores) in reading and spelling may require an additional 20-minute registration booster session in order to improve their literacy skills. Groups rotate to take part in different activities around reading comprehension, group reading, spelling and Read Write, Ink (learning programme in order to improve reading and spelling and writing skills).

In addition, students will cover mathematical skills using the 'My Maths' programme .

Key Stage 3 Intervention

This is a 1:1 literacy programme for students who find reading and writing difficult in English classes and also struggle to use literacy for learning in other subject areas. It is suitable for students who are working below age related expectations in reading and writing. This is an intensive programme which focuses on growth in reading, writing and oracy. The goal is to encourage independent, motivated learners whose literacy continues to improve every time they read and write.

Key Stage 4 Subject Intervention/Vocational

Some students may struggle to cope with the demands of a full GCSE timetable at Key Stage 4 and require additional time to be built into their timetable for subject intervention support. Students will either work 1:1 or in small groups to work on subject specific work. This can include overlearning, revision, coursework and homework support.

Educational Psychologist and ELSAT

The SENCO works with the Educational Psychologist and ELSAT (specialist teacher) through the year. The Educational Psychologist will work with the SENCO as well as parents and students. It may involve the SENCO implementing recommendations from reports that are sent to school and disseminating information to staff.

Social, emotional and mental health

Mentor Sessions

For some students, difficulties with their social and emotional development can mean that they require additional support. Students who receive significant support and intervention in school are allocated a mentor. The role of the mentor is to meet with the student regularly in order to build up a positive relationship and discuss any potential barriers to learning so that students can achieve to their full potential.

Emotional Literacy Support

We currently have one lead ELSA who has attended the Educational Psychology Service's Emotional Literacy Support Programme and is able to deliver emotional support sessions in school. These sessions cover a range of issues such as building resilience, emotional regulation skills, social and friendship skills, loss, bereavement and change within families, therapeutic and social stories, active listening and reflective conversations.

External Agencies

We have our own school counsellor and we can also refer externally to CAMHS and BEAM if we feel that a student needs more support or assessment.

Sensory and/or physical needs

We work closely with external agencies to provide support for students in school who have sensory and/or physical difficulties such as the Sensory Inclusion Service. The SENCO liaises with these agencies in order to support individual students with their practical and social skills necessary for everyday life. This may involve them visiting school to work with SENCO/TAs as well as parents/carers and students. It may also involve the SENCO implementing recommendations from reports that are sent into school and/or disseminating information to staff. Where necessary, we make adaptations to the curriculum or environment in order to make lessons or learning opportunities accessible to students.

Q & A's

1. How does Charlton know if children/young people need extra help and what should I do if I

think my child/young person may have special educational needs?

The SEND Code of Practice states that “a pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age” (DfE, 2014).

Charlton has a clear approach to identifying and responding to SEND. The benefits of early identification are widely recognised and we identify need at the earliest point, taking into consideration all aspects of a student’s performance in different areas of learning and development or subjects to establish whether lack of progress arises from SEN and/or disability.

The attainment and progress of all students is carefully tracked and monitored throughout the school year. On a daily basis, teachers evaluate their lessons and consider whether individual students are making expected progress within the classroom. If teachers have concerns regarding the progress of a student in their class, they will initially discuss these *subject specific concerns* with parents/carers. Staff would be able to explain what support is in place within the classroom to ensure the student is making progress, using quality first teaching strategies as our first response.

When a concern is passed to the SENCO, the SENCO will initially place the student at a ‘monitoring stage’ whilst further data is gathered. Subject teachers will be immediately alerted to these concerns and a quality first teaching message will be sent out in order to support the student within the classroom as our first response, outlining strategies teachers should implement via their ‘Pupil Passport’ on Teacher Companion. Pupil Passports outline clearly the barriers to a student’s learning and strategies that staff should implement within the classroom in order to minimise those barriers.

If there are still concerns that progress is not being made, some specific interventions may be undertaken, either individually or in a group. This intervention will be put in place via a ‘graduated approach’ which involves assessing the student, producing a plan with targets/outcomes, identifying the type of support/intervention to be put in place and then reviewing progress against these targets/outcomes (assess, plan, do, review). Those students receiving significant levels of support will have a ‘Personal Intervention Plan’. This is more of a detailed document outlining the intervention in place and the targets/outcomes to be achieved.

Should the SENCO have ongoing concerns, with parental consent, they may refer a student to an external agency who can support with the identification and assessment of individual needs. Such agencies include Speech and Language Team (SALT), Educational Psychologist, Occupational Therapy, ELSAT, Behaviour Support, School Nurse, GP, Community Paediatrician and CAMHS. This will help inform our decisions as to whether the student should be placed on the SEND Register at ‘SEN Support’ level so that progress can be closely monitored, and additional support can be put in place as necessary. Parents/carers are informed at every stage of this process.

Whilst most students with SEND will have their needs met at SEN Support level, a small number with more complex needs may require an Education, Health and Care Plan (EHCP) assessment to determine whether the Local Authority needs to provide a higher level of support and funding in order to make progress. The assessment process is usually instigated by the school although parents/carers can also make a request for an assessment directly to the Local Authority. The progress of these students is carefully monitored and reviewed annually by the SENCO via Annual Review meetings. Their progress may be measured against their own individual starting points and targets on their individual EHCPs.

At Charlton we are committed to working in partnership with parents/carers to meet the needs of students in our school. If you would like to raise any concerns about your child in the first instance,

we encourage you to contact your child's Tutor, Subject Teacher. If you still have concerns, then please contact the SENCO or Head of Year.

2. How will Charlton staff support my child/young person?

The Governors, in co-operation with the Senior Leadership Team determines the school's general policy and approaches, establishes appropriate staffing and funding arrangements and maintain general oversight of SEND provision within the school. The Head has the oversight and the SENCO has the lead and management responsibility for SEND in the school. The SENCO keeps the Governors informed through the link SEND Governor. The SENCO has the responsibility for the day-to-day operation of the school's SEND Policies and for co-ordinating SEND provision. This includes maintaining the SEND register, reporting to and consulting with the Senior Leadership Team and liaising with appropriate outside agencies. As part of our *whole school graduated approach*, the Curriculum and Pastoral teams liaise with the SEND Team regarding the early identification of SEND as well as contributing to the creation and implementation of strategies of support.

The effectiveness of the arrangements for children/young people with SEND at Charlton is regularly under review. We have a robust system of reviewing our provision through an annual SEND Review which aims to evaluate the provision in place for students with SEND. The quality of support in place for students with SEND is our key focus to see whether their individual needs are being met as well as whether students with SEND are making expected progress. We also collate feedback from students as part of this process. At the end of each review a report is compiled summarising our findings and shared with colleagues. We consider what progress has been made since the last review and set an action plan moving forward. SENCO is also part of the Curriculum Teaching and Learning Reviews to ensure SEND remains an integral aspect of this process across the school. SENCO also produces a SEND Development Plan which feeds into the wider School Development Plan.

3. How will both you and I know how my child/young person is doing and how will you help me to support my child's/young person's learning?

All teachers at Charlton are responsible and accountable for the progress and development of the students in their class, including when students access support from TAs or specialist staff. Regular assessments will be carried out in class and progress monitored by classroom teachers. Staff are expected to make judgements about where students are with regards to their learning via. termly 'Assessment Points' which considers target levels/current working at levels/effort and homework. This information is shared with both students and parents/carers. Any students making less than expected progress given their age and individual circumstances should be identified and the SEND Code of Practice highlights that "the first response to such progress should be high quality teaching targeted at their area of weakness" (DfE, 2014). As a result, subject specific intervention should be implemented and monitored to see whether this is making the desired impact. There are always opportunities for parents/carers to discuss their child's progress with staff through individual meetings/phone calls or correspondence via. email as well as the regular parent/carer events throughout the school year. Information for parents/carers is sent home regularly via. our school Comms system so that they feel confident and knowledgeable to support their child's/young person's learning.

The SENCO continues to monitor student progress for each student with SEND across Curriculum

areas using assessment point data. The SENCO liaises with staff across Curriculum Areas and Year Teams as well as the SEND Team to ensure that support is in place for those students who are not making expected progress.

4. What support will there be for my child's/young person's overall wellbeing?

We believe that students achieve their full potential when they are happy and therefore foster students' self-esteem and self-confidence. At every opportunity we endeavour to celebrate students' successes and provide them with positive learning experiences. However, we acknowledge that students will sometimes experience setbacks and challenges along the way and we are committed to supporting them through these difficult times. We have a range of pastoral support we can offer which also includes school counselling, plus a PHSE curriculum that encompasses wellbeing as part of the remit .

Supporting Social Development

Charlton is a caring community in which everyone is valued and respected. We have many strategies embedded within our everyday practices to help students to become aware of how they are feeling and how their choices impact on the emotional wellbeing of others. For example, the school provides a dynamic and engaging PSHE programme of social, moral, spiritual and cultural learning that promotes safety, respect and open-mindedness. There are regular days throughout the year which support students' personal development and wellbeing so that they are equipped to thrive and to make a positive contribution to the school community and in their future lives. In addition, we actively encourage students to explore Citizenship and PSHE opportunities beyond the curriculum and into the real world. All students at Charlton , including those with SEND, have access to a wide range of extra-curricular opportunities including various Student Leadership opportunities as well as the Enrichment programme.

Key Workers/Mentors

Student mentoring provides students with an opportunity to talk openly and confidentially to staff on a 1:1 basis. Students with SEND who receive significant intervention are offered a key worker from our team of Teaching Assistants who will meet with the student regularly throughout the year. The focus is on raising students' self-esteem and belief in themselves to develop an 'I can do it' attitude. Students will be helped to think about themselves and their learning from new perspectives and to discuss any issues or concerns. The aim is to empower students to take responsibility for their own learning and to raise their confidence so that they can reach their full potential. The Pastoral Teams also use a similar approach. As a result, the SEND Inclusion Team works closely alongside the Pastoral Team in order to provide a joined-up approach to supporting our students overall well-being.

Pastoral/SEND Forums

In addition, the SENCO meets regularly throughout the year with the Pastoral Team and a variety of external professionals such as the Education Welfare Officer Service. The purpose of the Pastoral/SEND Forums is to allow staff to discuss identified students of concern, including those with SEND, with other professionals from a variety of Educational Support Services. Through these meetings knowledge and expertise is shared in order to best support students of concern and set clear actions to move forward the cases discussed.

Nurture and After School Clubs

We offer structured support during unstructured times of the school day which can prove to be difficult for many students with SEND. Students can participate in the activities on offer including games club and receive help with homework. Nurture also offers programmes of intervention as part of an alternative package.

5. How will my child/young person be included in activities outside the classroom including school trips?

Charlton have an outstanding extra-curricular programme. Inclusion is at the heart of everything we do and every student has the opportunity to access trips. Risk assessments are carried out for off-site activities and provision is differentiated and support provided. If an activity is not deemed appropriate, alternative activities are organised. Teaching Assistants support on trips when needed.

6. How accessible is Charlton's environment?

Under the Equality Act 2010 there is a requirement for schools to promote equality for disabled young people in every aspect of their school life and to make reasonable adjustments to ensure disabled students aren't substantially disadvantaged. As a direct result, Charlton has systems in place to ensure all areas of the school have are fully accessible for those students with SEND. In collaboration with the Head, the SENCO has written an 'Accessibility Plan'. This includes the extent to which disabled students can participate in the curriculum, benefits, facilities and services provided and the improvement of the availability of accessible information to those with disabilities.

7. How will Charlton prepare and support my child/young person to join the school, transfer to a new setting/school/college or the next stage of education and life?

The SEND Code of Practice states that "SEN support should include planning and preparation for the transitions between phases of education and preparation for adult life" (DfE, 2014). We understand that change can be difficult for many students, particularly those with SEND. At Charlton we have lots of procedures to support the transition of students with SEND as they join our school, move to new year groups within the school or transfer to new educational settings.



Key Stage 2-3

We work closely with partner primary schools to support the successful transition of all students as they begin their school journey with us. We understand that the transition from primary to secondary school is sometimes a difficult and daunting experience for many students, especially those with SEND. The SENCO identifies key students who may be in need of additional curriculum, physical, emotional, behavioural or social support and visits primary schools during Year 6 in order to collate important information about these students through speaking to key members of staff

such as SENCO/ Teacher/TAs as well as parents/carers and students.

In addition to our whole school transition programme we offer an extended transition programme for students with SEND in order to ensure that those students feel happy and confident about their move to Charlton. The programme includes a number of enjoyable challenges and tasks based on themes around starting high school. This allows the students to become familiar with the school and the SEND team as well as giving them the opportunity to make some new friends! Where appropriate, additional visits/meetings are arranged to further enhance this process.

Key Stage 3-4

We also have structured transition programmes in place to support students with SEND moving between other key stages within the school. For example, students with SEND are supported throughout the Options Process in Year 8. In addition to the whole school support programme, the SENCO liaises with the school Careers Advisor from Future Focus to ensure that additional support meetings are in place for our most vulnerable students. Students with Education, Health and Care Plans will also have an additional meeting with Future Focus to support them through the decision-making process.

Key Stage 4-5

With high aspirations, and the right support, students with SEND can go on to achieve successful long-term outcomes in adult life. Charlton supports students to realise their ambitions in relation to further education and/or training or employment. This includes exploring different employment opportunities as well as options regarding Post-16 Education providers. In addition to the wider support programme, the SENCO liaises with Future Focus to ensure that additional support meetings are in place for our most vulnerable students.

8. How is the decision made about what type and how much support my child/young person will receive?

The SENCO in consultation with parents/carers, students and external agencies (if involved) will decide on the most appropriate type of support to implement for students with SEND. All additional provision provided within the school is mapped and intervention and support is personalised to ensure each individual makes progress. The impact of such interventions can be measured both quantitatively and qualitatively. Quantitative success is judged in terms of how far the student has progressed from a base line assessment, usually in the form of assessments using standardised assessment materials. This would be in conjunction with data from across curriculum areas after each Assessment Point. However, not all interventions and support can be measured in this way. As a result, qualitatively, student progress can also be measured by audits such as Strength and Difficulties Profiles. These profiles help establish the less quantifiable but equally important aspects of school life such as emotional and social wellbeing. Where school-based intervention is not making the required impact, the advice and support of external agencies (if not already involved) may then be obtained such as the Educational Psychologist or Behaviour Support Team and CAMHS. The school may then decide to apply for additional funding in order to meet the complex needs of some students or apply for an Education, Health and Care Plan assessment.

9. How are parents/carers involved in Charlton ? How can I be involved?

At Charlton we recognise the value of working in collaboration with parents/carers of young people with SEND in order to achieve the best outcomes for them. As a school, we strive to ensure a high level of communication with parents so that you feel informed about what is happening in school and how your child is progressing. Consultation with parents/carers of children with SEND is therefore on-going throughout the school year. In terms of primary transition, prospective students and their parents/carers are welcome to visit the school for a tour and meeting in order to discuss their child's needs and how we might be able to support them. Once a child has started at Charlton communication happens through pre-arranged meetings or communication via email or phone. This is in addition to normal parent-school communication such as parents' evenings and open evenings which provide parents with an opportunity to speak to Subject Teachers and the Pastoral Team about their child's progress. Other information events are planned during the year to further support parents during particularly important transitions such as the Year 8 Options Evening. Students also receive a full report during the school year. Parents/carers are actively encouraged to attend these school events in order to discuss progress.

The SENCO regularly meets with parents/carers of students with SEND to review their progress and to make collaborative decisions about how to best meet their needs. If a child has an Education, Health and Care Plan an Annual Review Meeting will take place during the year in order to review the child's plan and progress towards meeting their targets/outcomes as well as make decisions about future provision. Parents/carers and students are invited to contribute to this process.

10. What are the arrangements for consulting students with special educational needs at Charlton ? How are they involved in their own education?

Student voice is an integral aspect of the school ethos at Charlton. All students, including those with SEND, have the opportunity to be involved in the running of the school through the school council. The SENCO makes it a key priority to have a one to one meeting with as many children as possible who are on the SEND register. In addition, students are invited to meetings or to contribute their views and information prior to the meeting. Within SEN there are also regular focus groups conducted to ensure their voice is heard and this feedback helps to inform the future vision for SEND provision at Charlton.



11. Who is in the SEN and inclusion Team?

All members of the Inclusion team have qualifications and receive training in special educational needs regularly for needs such as: Specific Learning Difficulties (SPLD) Autism (ASD), Speech Language and Communication (SLCN), etc.

SENCo, Mrs A. Kirkman, holds qualifications:

BA (Hons) Economic History
PGCE Secondary (The University of Durham)
PG Cert Education Primary
PGCert Difficulties in Literacy Development (Dyslexia)
AMBDA (British Dyslexia Association)
PGDip Special Educational Needs
National Award for Special Educational Needs Coordination

Team of Teaching Assistant qualifications include:

NVQ3 Early Years Childcare and Education
TEFL Diploma
PGCE (Secondary) Geography CACDP
Level 1 British Sign Language
Elklan Speech and language Support L2 BA
(Economics, Psychology and English)
Diploma Teaching Assistant
NEBSS Certificate Supervisory Management
NVQ Level 3 Supporting Teaching & Learning
Introduction to Counselling Skills
Level 2 Certificate in Supporting Teaching and Learning
Level 3 Certificate in Supporting Teaching and Learning City
and Guilds A B C certificate.
Craftsmanship Certificate in Electrical and Mechanical Maintenance Cache
level 3 Support in Schools
NFCE level 2 Awareness in Mental Health
BSc Open Honours degree
Level 2 certificate on Principles of Business Administration

12. Who can I contact for further information?

If you would like to raise any concerns about your child in the first instance, we encourage you to contact your child's Tutor or Subject Teacher. If you still have concerns, then please contact the SENCO or Head of Year. In the unlikely event that your complaint is not resolved you may contact a member of the Senior Leadership Team.

For more information relating to Special Educational Needs and/or Disabilities you can contact Mrs Kirkman who is the SENCO. She is available to discuss any issues related to students with SEND.

Email: senco@charlton.uk.com

External support services can be accessed via referrals from school, your own GP or through the Local Authority. Telford & Wrekin's Local Offer has the details of education, health and social care services that are available within the local area at www.telfordsend.org.uk. Please also see the 'Local Offer' link on the school's website. In addition, the Information, Advice and Support Service (formerly Parent Partnership) may also be able to support you. Please see the 'Information, Advice

and Support Service' document on the school's website for further information.



Services available to support Parents

Information, Advice & Support Services IASS (Formerly Parent partnership)	Family Connect
<p>Offer free support for parents and carers of children and young people with Special Educational Needs.</p> <p>Contact</p> <p>Tel: 01952 457176</p> <p>Email: info@iass.org.uk</p> <p>Website: www.telfordsendiass.org.uk</p>	<p>Family Connect is a free, confidential service providing, impartial advice, information, guidance and support on a full range of children's services available across the borough including childcare, activities, school admissions and finance.</p> <p>Contact</p> <p>Tel: 01952 385385</p> <p>Email: familyconnect@telford.gov.uk</p> <p>Website:</p> <p>http://apps.telford.gov.uk/familyconnect</p>

For further information please see our Accessibility Policy which can be found within the policy section of the school website.