CARLETON HIGH SCHOOL

SEND Information Report

Author	SENDCO		
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Date	Version	Action	Amendments
1 September 2023	1		
1 September 2024	2	Review	SENDCO and provision updates
13 January 2025	3	Review	Provision updates
9 September 2025	4	Review	Data updates and minor amendments
9 September 2026	4.1	Review	Data updates

We hope that parents/carers of current and prospective students find the following information helpful and we encourage all interested parties to contact the school for more information.

What is the SEND Information Report?

The SEND Information Report details the provision that Carleton High School offers to students with special education needs and/or disabilities. It meets the requirements (6.79 – 6.83) of the "Special educational needs and disability code of practice: 0-25 years (January 2015)" on publishing information about the implementation of the school's SEND policy.

Who are the best people to speak to in school if you have concerns about your child's learning difficulty or special educational needs/disabilities?

You can talk to your child's form tutor or Year Leader if you have any concerns about your child's learning.

You can speak to SENDCo, Mrs E Faulkner, email: SEND@arkcarletonhigh.org.uk
01977 781555.

You can also speak to our Deputy SENDCO, Mr B Coleman: SEND@arkcarletonhigh.org.uk

The SPRB Member with responsibility for SEND is Alexis Sharp

We provide for the following kinds of Special Educational Needs (SEN):

- Special education provision means 'educational provision which is additional to, or different from, the educational provision made generally for students within school'.
- Carleton High School currently provides additional and/or different provision for a range of needs including:
  - Communication and interaction (including Autism).
  - Cognition and Learning (including Moderate Learning Difficulties, Severe Learning Difficulties and Specific Learning Difficulties).
  - Social, Emotional and Mental Health needs.
  - Sensory and/or Physical needs.

SEND by prime need at Carleton High School in September 2026:

Specific Need	Number of Students
Social Emotional Mental Health	66
Autism Spectrum Disorder	34
Specific Learning Difficulties	29
Speech, Language and Communication Needs	31
Other difficulties	15
Physical Difficulties	11
Moderate Learning Difficulties	21
Visual Impairment	4
Hearing Impairment	5
Grand Total	**216**

Number of students at each statutory stage in September 2026:

Statutory Stage	Number of Students
Education Health and Care Plan	51
SEND Support	165
Grand Total	**216**

We identify and assess pupils with SEN using the following methods:

"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" SEND Code of Practice (2015 (6.14)).

The progress of all of our students is reviewed every half term. A decision to provide additional support to a student is based on a variety of factors.

The class teacher will plan and liaise with the SEND department to ensure that students with SEND make academic and personal progress. The SENDCO works with Curriculum Leaders and Year Leaders to identify students who are not making expected progress given their age and individual circumstances. This can be categorised by progress which:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better previous rates of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap (SEND Code of Practice (2015 - 6.17)).

Progress can include areas other than attainment – for example the wider development of social/emotional needs.

Students are referred to the SEND department via the 'Barrier to Learning' process. These students are placed on a monitoring list and 'in house' strategies are deployed as part of a graduated response to a potential learning need. If appropriate, guidance from external agencies may be sought in order to provide additional advice and support.

The first response to a lack of progress should be high quality teaching targeted at the area of weakness (SEND Code of Practice 6.19) either in class or as part of an intervention. If progress continues to be less than expected then the SENDCo will consider whether the student needs to be added to the SEND register.

If a student is receiving additional support which is above and beyond Quality First Teaching (QFT), a One Page Profile (OPP) is generated. Parents/carers, students and any external agencies are involved in the implementation and reviewing of each OPP. For some students, it may be necessary to implement short term targets, these would be added to the OPP and reviewed with parents and carers.

If evidence suggests that a student's needs are such that they require a more bespoke level of support, including multi-agency involvement, then a 'My Support Plan' (MSP) is generated. In instances where little impact is made, despite all possible interventions and support, it may be required to request a statutory assessment of need from the local authority's Special Educational Assessment and Review Team (SENART).

Our arrangements for assessing and reviewing the progress of students with SEN are as follows:

The SENDCo works closely with Curriculum Leaders and the wider SLT to oversee the support and progress of every student.

- For all SEND students OPPs are reviewed annually or termly (where targets are included) with the student and/or their parent/carer.
- EHCPs are reviewed annually in an annual EHCP Review Meeting. Interim reviews are held as and when required.
- MSPs are reviewed at annually or more frequent if required.
- External professionals may also be involved and their reports and visit records contribute towards the reviewing of student progress.
- Small group and 1:1 interventions have entry and exit criteria which can be used to demonstrate progress.
- The progress of students with SEND is measured as part of whole-school monitoring systems.

Our approach to teaching students with SEN includes:

The class teacher will oversee, plan and work with students with SEND within their class to ensure that progress is made within every area. This is referred to as Quality First Teaching (QFT). Evidence from recent studies into the progress and attainment of students with SEND demonstrates that students with SEND make the best progress through access to whole class, quality first teaching.

We have a strong focus on QFT, alongside a broad and balanced curriculum for SEND students. Through our CPD package we have covered in detail key topics on differentiation, the effective implementation of One Page Profiles and the implementation of reasonable adjustments. Alongside this, specific training sessions have been held in specific areas of need, as well as training from local authority external agencies.

We have a team of learning support assistants (LSAs) who are deployed to provide additional in-class support to students where a need has been identified. At Carleton High School, we believe that all teachers are teachers of students with SEND and ensure that LSAs are utilised in a way that they supplement and enhance the teaching and learning for students but that the students are very much still taught by their class teacher.

Small group and 1:1 interventions take place during form time, these interventions cover a range of areas:

- Social Skills
- Handwriting
- Touch Typing
- ELSA
- Literacy (spelling, reading, specialist SpLD teaching)
- Emotional Regulation
- Individual therapy programmes recommended by external agencies

We work closely with outside agencies and implement strategies and interventions given to us to aid the progress of students. In addition to this we have a strong culture of collaboration across our Trust of schools and hold regular network meetings to share good practice.

We adapt the curriculum and learning environment for students with SEN in the following ways:

Individual subject teachers are responsible for planning lessons that are accessible and adapted to take into account the needs of the students in their class. In some subject areas, students are grouped by levels of attainment and these groups are reviewed regularly to take into account pupil progress. All students are entitled to access all areas of the curriculum and it is the role of the subject teacher to differentiate resources and activities to ensure that learning can be accessed. LSAs are deployed to supplement the implementation of the curriculum but the QFT comes from the teacher.

We provide all teachers with information about the learning needs of individual students using a one page profile. These documents include strategies that should be use to ensure success within the classroom.

We operate a 'waves' system of support depending on a student's needs and whilst quality first teaching is at the forefront of everything that we do, we do have flexibility in our curriculum to offer specific interventions where they are needed to support a student's development.

Specialist advice is sought from external agencies for students who are not making expected progress despite school implementing in-house strategies and support.

When necessary, accessibility aids and technology may be used to support a student's learning. For example, we can provide a laptop for students who have significant and persistent difficulties with handwriting.

At Carleton High School we regularly review our Accessibility Plan to ensure that all students have the fullest access to the curriculum and the academy site.

We enable pupils with SEND to engage in the activities of the school, together with children who do not have SEND, in the following ways:

SEND students are well-represented in co-curricular clubs and activities. Attendance at and participation in co-curricular is encouraged and every effort is taken to ensure that additional support is available in these clubs.

We offer a broad co-curricular programme to all year groups and all student groups which covers sports, arts, academic achievement and practical skills. We ensure that students are able to participate in all curricular, co-curricular and wider community experiences owing to the following:

- Co-curricular activities are supported by teachers and LSAs.
- Staff ratios are planned according to student need.
- SEND students are invited to attend and take part in activities in the wider community.
- Parents/carers of vulnerable and SEND students are encouraged to volunteer time to help with the activities in the wider community.
- Students are invited to attend co-curricular activities that support local and national charities and surroundings.
- Risk assessments are put in place where needed, to ensure pupils are safe during sporting tournaments and school trips.
- We work closely with services selected by the Trust to ensure that we are able to transport students with SEND.
- We work closely with a number of external agencies off site to ensure that the experiences are accessible and inclusive.
- Parents/carers are consulted prior to trips/activities and advised of any special arrangements.

Carleton High School ensures that students with additional needs have reasonable adjustments in place for exams both in-school and external exams (GCSE/BTEC). The SENDCo will apply for

appropriate 'access arrangements' in line with the student's normal way of working in order to ensure that each student is not at a disadvantage when sitting exams.

The following support is available for pupils with Social, Emotional and Mental Health needs:

- Students with SEMH difficulty have access to work with trained ELSAs in school, as part of regular sessions or one off SEMH 'First Aid'.
- There is a referral process and tracker in place for the extended pastoral team who refer students with SEMH needs to relevant external agencies and services, where appropriate.
- These include Future in Mind, Kooth, CAMHS and STAR Bereavement services.
- The Student Liaison Officers are a non-teaching pastoral team who work in conjunction with the Designated Safeguarding Leads to ensure support for students with SEMH needs is available quickly.
- Where appropriate, risk assessments are made and shared with relevant staff to support severe SEMH needs where a student may pose a risk to the safety of themselves or others.
- Our LSAs receive a CPD package which provides them with a skillset to deliver personalised student interventions. This is inclusive of but not limited to, Speech and Language Therapy, Social Skills Group, and ELSA.
- Members of the SEND team have been trained by the Educational Psychology Service in the delivery of intervention for 'emotionally based school avoidance' (EBSA).
- We host termly Team Around the School Meetings where students are raised to a multitude of services available in the Local Authority. Parental consent is sought to access these services.
- WF-I-CAN is a place for young people to find information, advice and self-care tips www.WF-I-CAN.co.uk

In addition, we use the services of the following specialists:

We work closely in partnership with a variety of external agencies. These include:

- WISENDSS (Wakefield Inclusion Special Educational Needs and Disabilities Support Service).
- Educational Psychology Service.
- Speech and Language Therapy.
- Occupational Therapy.
- School Nurse.
- Children's Therapy Services (Physio).
- Children and Adult Mental Health (CAMHS).
- Community Paediatrics.
- Team Around School (TAS).
- Children's Impairment Team (Teacher of the deaf).
- Early Help Hub.
- Educational Improvement Teacher.
- Wakefield Awareness Support Project (WASP).
- Wakefield Parent/Carer Forum

Parents/carers are consulted before students are referred to an external agency.

We currently possess the following equipment and facilities to assist our pupils with SEND:

To provide for sensory and physical needs we have the following adjustments in place:

- Accessible parking.
- Accessible entrance
- The main school building has appropriate disabled changing and toilet facilities.
- The whole site is accessible except the middle and top floors of the Teaching Block
- There are ramps to increase accessibility.
- The school has an accessibility policy/plan.
- Staff receive relevant CPD on specific, individual student disability and medical conditions which affect access to the curriculum and/or environment.
- Adaptations to the timetable and rooming where necessary, to ensure accessibility in the building.
- PEEPS (Personal Emergency Evacuation Plans) are in place in the event of an
- emergency which supports the safe movement of students with accessibility needs.
- Risk assessments are completed where appropriate and shared with relevant staff to ensure the safe movement of students with accessibility needs around the building and facilities.
- Adequately trained staff are deployed on trips to manage and meet the requirements
- of risk assessments.

Our arrangements regarding complaints from parents/carers of pupils with SEN are as follows:

- Parents/carers are invited to follow the school's complaints procedure. Initially, parents/carers are invited to discuss any concerns with the relevant member of staff, including the SENDCO.
- We are open and transparent and will always try our best to rectify any issues that arise. We are keen to receive feedback and regular communication. Experience tells us that the earlier we can hear about a problem, the quicker we can resolve it.
- If the agreed outcome is not satisfactory then please refer to the complaints procedure on our website, or contact the PA to the Senior Leadership Team.

We work with the following bodies to ensure the best possible provision for our pupils with SEN:

Wakefield's Local Offer, explaining what is available on a Local Authority basis can be found using the following link: http://wakefield.mylocaloffer.org

- The school works with numerous external agencies to make sure that SEND students get the best education possible.
- The school works closely with the Local Authority to make sure that there is a joined up approach in terms of supporting all students in our care.
- These external agencies have regular planning meetings throughout the year where the SENDCo can speak to them for advice and further support.
- These external agencies also deliver CPD to staff throughout the year.

The provision provided from external agencies depends on the needs of individual students, but can include the following:

WISENDSS (Wakefield Inclusion Special Educational Needs and Disabilities Support Service) - Planning meetings are held termly alongside the Education Psychology Service. Observations of students can be completed and recommendations provided to school, assessments of need and training for staff. The Learning Support Service has now moved across to be part of the WISENDSS Team, helping them to align their central advisory services to schools.

Educational Psychology Service (EPS) - Planning meetings are held termly alongside WISENDSS. This service will provide observations, assessments, reports and training.

Speech and Language Therapy (SALT) - The Speech and Language Therapy Service will work with individual students within school, carry out assessments and provide programmes of work to be completed throughout the year.

Visual/Hearing Impairment Support (CSIT) - Advisory teachers will attend meetings, write reports, observe students in classes, and provide advice and training for staff to ensure needs are met.

The School Nurse - Available to consult with regarding any medical needs. They write health care plans in consultation with school and advise on risk assessments and toileting protocols.

Children and Adolescent Mental Health (CAMHS) – Students can be referred via the CAMHs single point of access or via the 'Team Around the School' process.

Children's Therapy Services (OT and Physio) - School works closely with the hospital service to ensure that staff are trained to deliver OT and Physio programmes provided. School can refer into these services.

Team Around the School (TAS) - A supportive process involving other agencies to gain appropriate preventative support for families.

Parents of students with SEN may find the following support services helpful, in addition to the school's offerings:

Wakefield Early Support, Advice, Information and Liaison Service (WESAIL)
Provide independent advice and support to parents/carers. Contact Number 01924 965588.
Email: wesail@family-action.org.uk
Wakefield WESAIL SENDIAS - Family Action (family-action.org.uk)

Castleford and Pontefract Early Help Hub (based at Airedale Children's Centre WF10 3JJ)
Offer a range of services for families and will intervene to help those who need support, at the earliest opportunity. Contact number 01977 724350.

Wakefield Parent Carer Forum
Work together to make a positive difference and improve the quality of life for all SEND children and families in Wakefield www.wakefieldparentcarers.co.uk info@wakefieldparentcarers.co.uk

Wakefield Awareness Support Project (WASP)
Supporting families of young people either on the Autistic Spectrum (diagnosed or under investigation) or who have other neuro-developmental conditions
enquiries.yorkshire@kids.org.uk

WISENDSS Wakefield Inclusion and SEND Support Service
Provide a team of Inclusion teachers with individual areas of specialism
WISENDSS@wakefield.gov.uk

Our admission and transitional arrangements for pupils with SEN include:
• We understand the preparation that needs to go into every new transition; moving up a year group, changing key stage or moving schools. • We liaise closely with SENART (Wakefield's Special Educational Needs Assessment and Review Team) to read and consult over new Education, Health and Care Plan admissions. • We deliver enhanced transition work with parents/carers, services and agencies and primary school staff to share crucial information and strategies through an enhanced programme of transition into secondary school. • During transition from KS2 to KS3, we offer additional visits for students who have additional needs. We also hold additional Trust SENDCo Meetings to discuss transition from primary to secondary, including key students and strategies. • Open Evening for Year 6 students to speak with the SEND team about provision and meet with key staff. • Specific 'Parents of students with SEND' information evening in the Summer term before transition begins. • We work closely with the WISENDSS advisory teachers who provide further transition support, if needed. • Visits to feeder schools to meet with key staff to discuss successful strategies that can be deployed with SEND students prior to their progression to KS3. • EHCP students have additional careers meetings with external providers to allow them to have a more comprehensive transition package. • The Post 16/Preparing for Adulthood Co-ordinator for Wakefield can be invited to annual review meetings for KS4 pupils, where appropriate. • Students with SEND are able to have additional transition visits to their setting for KS5. • EHCP students have additional support from form teachers in completing their UCAS College Applications.

Interventions*

Interventions are reviewed every half term / 6 weeks. Some interventions are planned (P) and some occur ad-hoc/responsive to need (R).

Communication and Interaction	Social Skills Group (P) SALT programmes (P) Access to alternative quiet space (R) WISENDSS advisory services interventions (P) Social Stories (R) Comic Strip Conversations (R) Additional LSA support in class (P) Daily check-in/check-out (R) Time out passes (R) ELSA Support (P)
Cognition and Learning	SpLD support (P) Lifeboat Programme (P) Spelling (P) Reading (P) Phonics (P) Study Skills (P) Pre-teaching/over-learning (R) Additional LSA support in class (P)

Social, Emotional and Mental Health	Emotional literacy groups (P) Zones of Regulation (P) Bespoke EBSA Programme (P) Mentoring (P) Access to alternative quiet space (R) Time out passes (R) Key-working approach (R) Additional LSA support in class (P) ELSA Support (P) Access to connect provision (P)
Physical/Sensory	Bespoke OT/Physio programmes (P) Handwriting (P) Touch Typing (P) Additional LSA support in class (P)

*For a comprehensive list of interventions that can be delivered within school, please see the Inclusion Directory, available on the school's website.