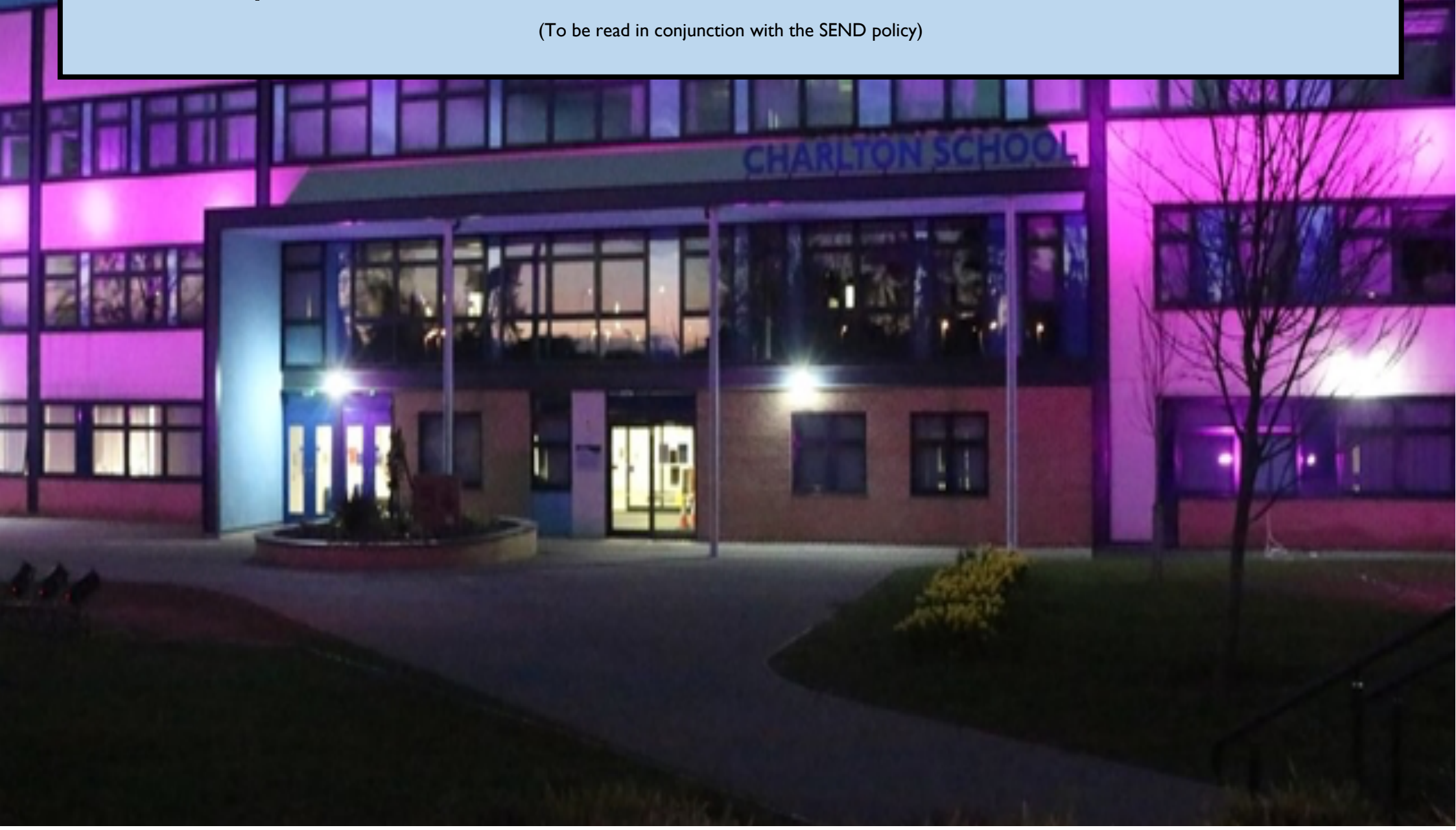


Charlton School Information Report

Special Educational Needs and/or Disabilities Provision

(To be read in conjunction with the SEND policy)



Click here for information about the Telford and Wrekin Local Offer

<https://www.telfordsend.org.uk/site/index.php>

Click here for information about the Information Advice and Support Service

<https://cyp.iassnetwork.org.uk/service/telford-and-wrekin-iass/>

Aims:

Charlton School is committed to supporting all students to make the best possible progress that they can during their time with us. A student is identified as having Special Education Needs if they have:

- Significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders him or her from making use of the facilities of a kind generally provided for others of the same age in the school

We aim to:

- Raise the aspirations of, and expectations for all pupils with SEND
- Focus on outcomes for children and young people rather than just on hours of provision
- Support children and young people to make progress in line with, or exceeding their expectations
- Encourage children and young people to become more independent in their learning in order to prepare them for life after school
- Support children and young people to make a successful transition from school to further and/or higher education and employment

Objectives of our Information Report:

- To identify and provide effective support for children and young people who have special educational needs
- To work within the guidance provided in the SEND Code of Practice, 2014
- To operate a “whole pupil, whole school” approach to management and provision of support for special educational needs
- To provide a Director of Inclusion (SENCO) who will manage, monitor and review the Information Report
- To provide support and advice for all staff working with children and young people with special educational need

"The true measure of any society can be found in how it treats its most vulnerable members"



The four areas of SEND Code of Practice (COP) 2015 :

Chapter 6.21 SEND COP 2015 highlights four primary areas of SEND

Cognition and Learning

Communication and Interaction

Social, Emotional and Mental Health

Physical and Sensory

Cognition and Learning	
Specific Learning Difficulties (SpLD)	Moderate Learning Difficulties (MLD)
Dyslexia.	Literacy
Dyspraxia.	Difficulties with reading / writing persistent over time.
Attention Deficit Hyperactivity Disorder (ADHD).	Working memory difficulties (eg not coping with multiple instructions).
Dyscalculia.	Mismatch between SL and C and literacy skills.
Dysgraphia.	Poor phonics.
Alternative Augmentative Communication (AAC).	Delayed vocabulary.
Severe Learning Difficulties (SLD)	Lack of confidence.
Little or no speech.	Relying on others for clues to start work.
Finds it very difficult to learn new skills.	Not following oral instructions and inattention.
Needs support with daily activities such as dressing, washing, eating and keeping safe.	Apparent speech and language difficulties due to not hearing sounds.
Have difficulty with social skills.	Speaking loudly.
Need life long support.	Cannot write down ideas.
Profound/Multiple Learning Difficulties (PMLD)	Lack of phonics awareness.
A diagnosis of profound and multiple learning difficulties (PMLD) is when a child has more than one disability. Many are diagnosed with with sensory/physical disabilities, complex health needs or mental health difficulties.	Limited reading skills.
	Numeracy
	Working memory difficulties (eg not coping with multiple instructions).
	Lack of confidence.
Other things to consider for C&L	Relying on others for clues to start work.
Memory (visual/auditory).	Not following oral instructions and inattention.
Working memory (LTM vs STM).	Apparent speech and language difficulties due to not hearing sounds.
Processing skills.	Speaking loudly.
Learning styles.	Lack of recognition of simple numbers.

Social, Emotional and Mental Health Needs		
Social Health	Emotional Health	Mental Health
Difficulties with peers.	Withdrawn.	Withdrawn.
Difficulties making / maintaining friends.	Attention seeking / needing (crave).	Feeling victimised.
Unable to vary behaviour according to circumstance / person.	Tearful.	Anger issues / frustration.
Difficulty in working in groups.	Feeling victimised.	Erratic behaviour.
Socially isolated.	Angry with adults.	Aggression.
Over friendly / no friends.	Jealous of peer group.	Difficult peer relationships.
Withdrawn.	Clingy.	Self-harming.
Lack of confidence.	Inappropriate behaviour.	Diagnosed psychiatric illness.
Controlling.	Self-harming.	Substance abuse.
Lack of understanding or turn taking, social skills, etc.	Extrovert / over confident – erratic behaviour.	Presence of withdrawn or disruptive behaviours.
Inability to engage positively with peer group.	Wrong friendships.	Excessive or misplaced anxiety.
Inappropriate behaviour – immature for age, over-demonstrative.	Reliant on specific adults.	Diagnosed history of parental mental health.
Unaware of needs / feelings of others.	Anxiety at separation.	Other considerations
Difficulty playing with peers (with and without support / modelling).	Anxiety levels.	Depression.
Inappropriate sexualised behaviour.	Attachment difficulties.	ADHD.
	Split family, inconsistent expectations.	Eating disorder.
	Frequent change of school.	Anxiety disorder.
	Bereavement.	Stressful life events eg death in family, illness, witness to crime, DV, alcohol, drugs, divorce.
	Coping with disappointment / praise.	Attachment issues.
	Ability to express, identify and recognise emotions.	
	Low self-worth.	

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Cognition and Learning

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Communication and Interaction

Speech, Language and Communication Needs (SLCN)	Autistic Spectrum Disorder (ASD)
Difficulty understanding spoken language eg instructions. May look confused.	Poor social interaction, communication, restricted imagination, withdrawn, stereotyped behaviour.
Difficulty using language eg grammar errors, syntactic (word order). Sounds immature.	Special interests eg ??
Difficulty expressing needs. Wants ideas verbally.	Sensory issues eg bright lights, smells, heat issues, noises.
Difficulty producing correct sounds. Can be difficult to understand.	Anxiety which may lead to frustration and anger.
Difficulty with fluency eg stammer.	Restricted/repetitive play.
Appears to forget what has been said. Processing time is longer.	Reliance on routines. Dislike of change or new experiences.
Present with poor social interactions eg difficulty making friends.	May present with poor eye contact, reduced body language and facial expression.
Difficulties with attention and listening.	May talk in a monotone voice.
May present with some secondary behavioural issues eg opting out of work.	Difficulty understanding higher level language eg idioms, metaphors and sarcasm.
May have difficulty with reading comprehension.	Difficulty understanding/accepting other people's opinions/points of view.
	Poor turn taking and awareness of proximity norms.

Physical and Sensory

Visual Impairment (VI)	Hearing Impairment (HI)	Physical / Motor Skills
Poor social interaction.	Behaviour / lack of response.	Difficulties in PE.
Books – can't see – need Braille.	Requesting repeat of instructions more often than peers.	Clumsy / falls.
Anxiety associated with particular subjects / activity. Emotional / clinginess.	Poor concentration.	Motor skills (difficulties).
Tripping over / bumping into objects.	Delayed language.	Difficulties with handwriting / letter formation.
Over-reaching / under-reaching.	Lack of understanding instructions.	Uncoordinated, clumsiness.
Visual focus.	Poor social interaction.	Poor fine motor skills.
Slow to work.	Asking for repetition.	Delayed gross / fine motor skills re: age related.
Light / dark perception.	Misunderstanding.	Co-ordination difficulties.
Poor handwriting.	Change in speech production, tone, volume.	Spatial awareness.
Copying work from peers instead of the board.	Lack of response, responding inappropriately.	Visual vestibular and proprioceptive difficulties.
Clumsiness.	Grammatical errors.	Degenerative conditions.
Squint.	Become isolated.	Sensory integration difficulties.
Complaining of headaches (eye strain).		Specialist equipment.
Lower than expected progress.		Development delay.
Unable to access curriculum materials.		Unable to access curriculum / environment independently.
		Hyper/hypo sensitive.

Identification of Special Educational Needs and/or Disabilities:

Identification methods for each area of SEND:

Cognition and Learning

- 1) NGRT
- 2) NGST
- 3) Lexonik
- 4) Access Maths Test
- 5) Single Digit Modalities Test
- 6) British Picture Vocabulary Scale

A standardised score **below 85** would trigger SEND (K) support at Charlton School

- 7) Diagnosis of dyslexia
- 8) Diagnosis of dyspraxia
- 9) Visual stress

Social, Emotional and Mental Health

- 1) Revised Child's Anxiety and Difficulties

A score of **20+** would trigger further discussion around SEND (K) support at Charlton School

- 2) Strengths and Difficulties Questionnaire

A score of **50+** would trigger further discussion around SEND (K) support at Charlton School

- 3) Diagnosis of Attention Deficit and Hyperactivity Disorder (ADHD)

- 4) Identified as in need of further support from our Emotional, Health and Well-Being (EHWB) panel (referrals can be made from student and parent either directly to staff or via the email emotionalhealth@charlton.uk.com)

Communication and Interaction

Diagnosis of Autism Spectrum Disorder (ASD)

Children who speak English as an additional language (EAL) may benefit from communication support.

Physical and Sensory

Diagnosis of visual impairment

Diagnosis of hearing impairment

Diagnosis of a physical disability

Diagnosis of a multi-sensory impairment

Individual Support Plan ISP

Area of need – clear identification methods used by the school to demonstrate the SEND.

Student and parent/carer voice – invaluable information gathered from all those involved to enable the school to put in place any additional support. This allows all students make the best possible progress that they can during their time with us.

Signed – Evidence that triangulation of student, home and school meeting.

Assess, Plan, Do, Review					
Student Information					
Student Name:		Year Group:	A, P, D, R Cycle		
			Autumn	Spring	Summer
Area of Need:		Description of the need:			
Cognition and Learning					
Communication and interaction					
Social, emotional and mental health					
Physical and sensory		Agencies Involved			
At risk of permanent exclusion					
Student Voice:					
Parent/Carer Voice:					
Access Maths Test		Accelerated Reader - SAS		Accelerated Reader - RA	
BPVS (vocab)		YARC (Comprehension)	SDMT (processing)	DASH (Handwriting)	
SDQ		RCADS			
Assess and Plan 1		Assess and Plan 2		Assess and Plan 3	
Do 1		Do 2		Do 3	
Review 1		Review 2		Review 3	
Student Sign and Date		Parent/Carer Sign and Date		Staff Sign and Date	

Date – ISPs should take up to three times per year (termly) with parental input.

Description of need – clear description placed on Class Support Plan (CSP) for all teachers to see SEND in their classrooms.

Agencies Involved – further discussion to gather advice and support.

Data collection – standardised data to support identification of need and setting specific, measurable and accurate targets.

Assess, plan do, review – part of the graduated approach used to identify need, to overcome barriers and to assess strategies to support learning.

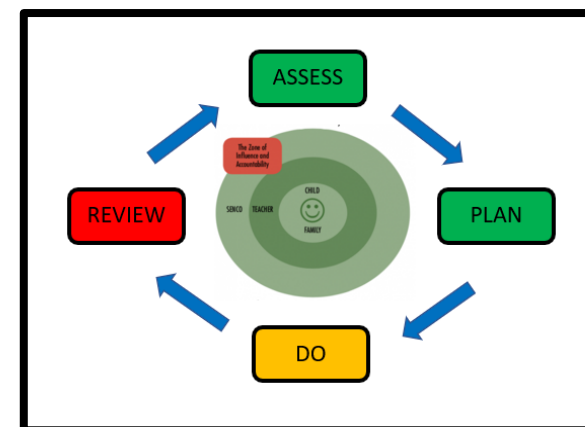
Graduated Approach:

- Charlton School is fully committed to a policy of inclusion where we aim to integrate all students fully into the life of the school. To this end we acknowledge the fact that all teachers are teachers of Special Educational Needs and/or Disabilities (SEND) and our ethos is one of helping both staff and students to thrive in an inclusive environment. All children admitted to the school, including those with disabilities, have access to our broad and balanced curriculum offer.
- Student support is seen as a whole school commitment involving every individual; each having a responsibility to offer Quality First Teaching (QTF), providing engaging and challenging experiences across the curriculum and pastoral support. Our team of specialist teachers and support staff offer special needs provision, integrating students and providing small group support where necessary.

Quality First Teaching (QFT) is measure of effective practice. Our class teachers, with the support of Teaching Companion, provide an educational experience that allows for all children and young people, including those with SEND to make excepted progress or better.

Teacher assess the needs of all pupils and plan how they will meet their needs in the classroom.

Additional intervention and support cannot compensate for a lack of good quality teaching. QFT is part of the graduated approach, consisting of four key stages; assess, plan do, review.



Assess, Plan, Do, Review in action!

Assess	Plan	Do	Review
Identification of SEND: Transition information Parental feedback Student feedback Internal Assessment (teacher and standardised assessment) External professionals	Setting SMART targets: Parental discussion Student discussion Teacher feedback Advice from external professionals	Implementation of support: Teaching companion QTF Wave 2 and 3 interventions Reasonable adjustments	Evaluation of support: Data tracking Teacher feedback Parental Engagement Student engagement

Charlton Provision Library Interventions:

Cognition and Learning

Provision:

Quality First Teaching (QFT)
Shared teaching assistant (TA) support
Lexonik Advance
Lexonik Leap
Bedrock
Wave 3 Numeracy
Word Shark
Pre-Vocabulary
Toe By Toe
Visual Stress Screening Test
Lesson Checklist
Homework Club
Learning Support Advisory Teacher
Reading Pens
Assisted Technology

Physical and Sensory:

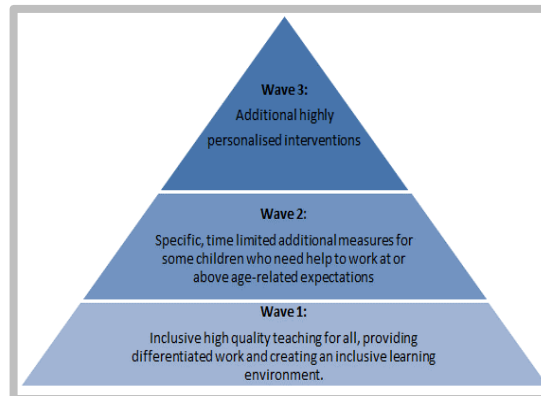
Handwriting Pens
Handwriting Grips
Handwriting
Laptops
I-Pads
Escalator
Sensory Advisory Team
Occupational Therapy
Touch typing

Social, Emotional and Mental Health:

Risk Assessment
Individual Behaviour Plan
Mental Health Champions
Understanding Me ADHD
Anxiety
Friendship
Growth Mindset
Anger Management
Resilience
Different Perspectives
Sleep Regulation
Emotional Regulation
Communication Styles
ELSA
Talkabout
Hygiene
Allocated Adult Card
Leave Early Passes
Restorative Approach
Fidget Objects
Bereavement Support
TootToot
Kooth/BEAM
Counselling
School Nurse
Educational Psychologist
Zones of Regulation support
Behaviour Support Team

Communication and Interaction:

Talkboost
Lego Therapy
Understanding Me ASD
Nurture Room
Trusted Adults
Staff Meet and Greet
Breakfast Club



Transition and Partnerships:

From Primary School

- Members of the Student Support Team will visit primary schools and meet pupils and class teachers.
- Pupils are invited to spend two induction days in the school, where they will meet with their form tutor and some of their subject teachers.
- For pupils with SEND, the SENDCO or Senior TAs will meet with the primary school (and with parents if desired).
- If appropriate, there is the opportunity for an extended induction for SEND pupils, allowing them to visit the school several times before they start.
- Key notes regarding pupils' special educational needs, as well as current Education Health and Care Plans will also be transferred (as agreed through transfer review).



From Other Schools

- For pupils who join the school at other points, parents will be invited to meet with the Student Support Manager and the SENDCO as appropriate to discuss the pupils' needs.
- Tours of the school and taster days can be arranged as required.



To Other Schools and Further Education

- Charlton will discuss and share information as requested by the new provider
- Accompanied visits can be arranged as required

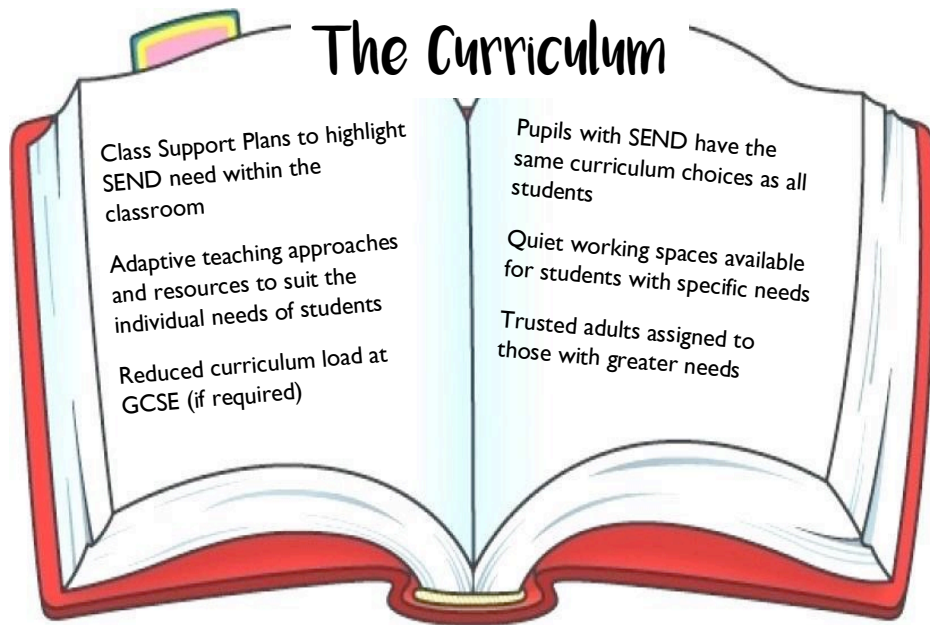
Future Focus is a specialist Careers Service run by Telford and Wrekin Council, which provides impartial information, advice and guidance for young people in Telford, aged 13 -19 years old (or up to 25 if they have an Education, Health & Care Plan or had a Statement of Special Educational Needs).

Fordhall Farm

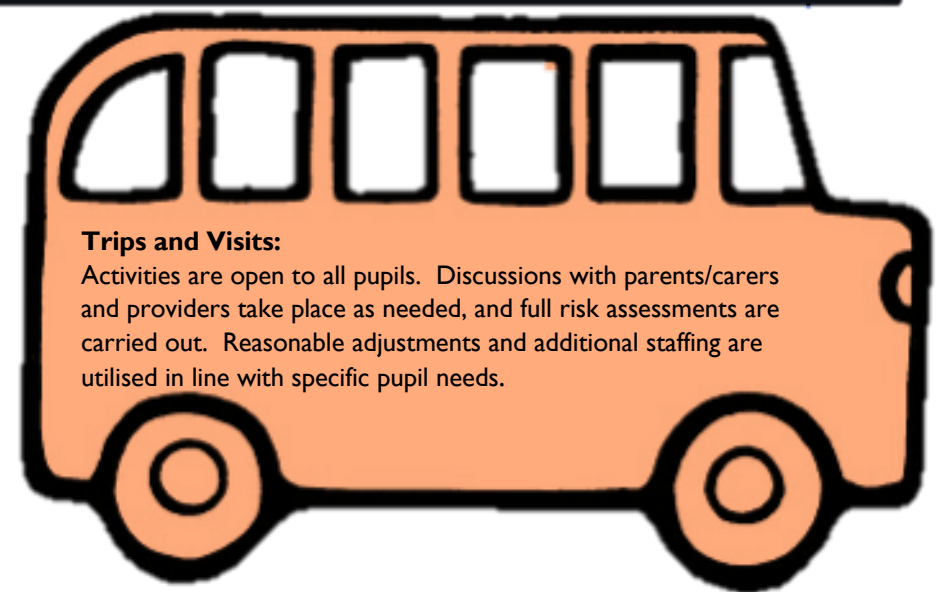
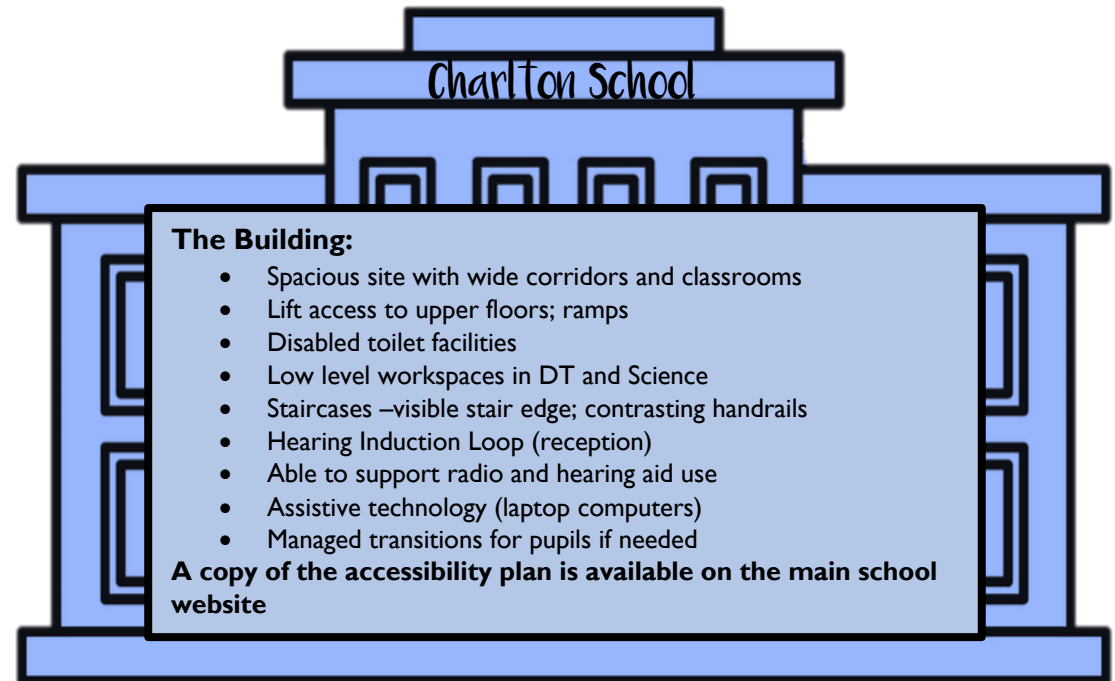
Our link with the farm allows pupils to experience hands on work with animals. Their aim is for all young people to reach their full potential in a safe and therapeutic learning environment. All young people can achieve in house certificates of achievement as well as ASDAN accredited awards.

Inclusive Education:

** As a mainstream setting, we may not have the most suitable environment for some pupils with high level special educational needs; we are happy to discuss individual needs and provision if you are considering Charlton School as a suitable placement.*



We welcome students of all abilities and backgrounds into Charlton School. We cater for all needs in our caring and challenging learning environment and through our highly skilled and compassionate team of staff. At all times, we seek to create an exceptional learning community where everyone can excel.



Arrangements for Remote Learning:

*Alternative Provision arrangements are put in place for individual pupils as needed
Off-site alternative provision cannot exceed the hours of school-based or school-managed provision*

Charlton School understands that for some pupils, attendance full time in school or in lessons is not possible. This may be due to specific medical or ongoing health needs and **includes meeting the needs of pupils advised to shield due to Covid19.**

Quality First Remote Learning is our first wave of support. We aim to ensure that all learners have access to high quality learning materials even when they cannot be based in school. This will be achieved through one or more of the following:

Access to high quality teaching materials from class teachers, using the Doodle platform

Principles of Accessible Learning

Specific guidance for our teachers on the setting of remote learning activities is designed to make them accessible at the point of entry.

Literacy

Make sure that worksheets and PowerPoints are not overcrowded; use colour/bold to highlight key words; include meanings of key words; provide guidance on structuring free-writing tasks

Numeracy

Provide guidance/modelling on breaking down problems into their basic operations

Processing

Include shorter tasks; use numbered lists rather than bullet points; repeat key ideas / core knowledge; provide audio explanations alongside text and visual images.

Organisation

model expectations (e.g. give examples); use words like first, next to make the order clear; suggest a timescale to complete a task.

Access to high quality, alternative learning resources

Curriculum full course books (such as CGP study guides and workbooks)

- Century Tech
- GCSE Pod
- Bedrock English

Enrolment with alternative provision support, events or partnerships

- Support from a learning mentor or academic mentor
- Programmes delivered via alternative providers, such as CAP, House 1, Kickstart and AFC Telford

Academic and Pastoral Care Systems

Each pupil is assigned a lead professional in school, who maintains the responsibility for that child's academic and pastoral welfare.

Arrangements may include:

- Providing a laptop computer so allow access to online resources
- Regular safe and well contact via phone, email or text
- Invitation to use an in-school learning space away from the main classroom (such as the SEN learning base, nurture base or achievement centre)
- Support from our Family Liaison and Support lead and/or our Education Welfare Officer
- Engaging support from external professionals, such as psychologists or therapists
- Invitation to attend sessions within our Recovery Curriculum
- Agreed outcomes for pupils tracked and reviewed via an Intervention Log
- For pupils with an EHCP, drawing up a recovery plan to target specific outcomes if needed

Staying Informed:

Students are assessed in lessons regularly. Each term, assessment data is formally recorded and tracked, so that pupil progress can be closely monitored. Reports on pupil progress are published each term to parents and each year there is a parents evening where progress can be discussed. **The SENDCO is always available to speak to at parents evenings.**

The school regularly texts, emails or contacts parents by phone to discuss any concerns or progress. Praise, rewards and behavioural concerns are logged and can be viewed by parents on request.

An Annual Review meeting is offered to the parents of pupils who are supported through an Education Health and Care Plan. This meeting, which can include the student, will be to discuss and agree support programmes, or review the support offer.

We can arrange meetings on request, or through our SEND ISPs.

There are several ways that parents can be involved in the school:

- Meetings with the SEND and Student Support Teams run throughout the year and can be requested by parents
- Parents evenings with subject teachers take place annually
- Key information published by the school
- School newsletters
- Support, advice and guidance sessions
- Support groups and family learning events
- Text, email and phone calls
- Parents can apply to become Governors when vacancies arise

Other useful sources of information relative to SEND at Charlton School:

Accessibility plan –this outlines Charlton’s ongoing commitment to improve the physical environment of the school so that pupils with special educational needs or disabilities are able to full access the educational curriculum, school facilities and our wider curriculum provision.

Access arrangements policy –this explains how we assess for and award special arrangements to support pupils through exams.

SEND Policy –this provides further information about our aims for supporting pupils with special educational needs and disabilities.

Supporting Pupils with Medical Conditions Policy –this outlines the procedures in place for pupils who require a care plan and care provision to be made.

SEND guide for parents - this is a government document outlining information for parents around special educational needs and disabilities.

<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

SEND Code of Practice: 0-25 years - this is the formal document that provides all educational providers with guidance on statutory provision.

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Key Contacts:

Access and Inclusion Team

Mr L Evans	Vice Principal, Inclusion	Liam.evans@charlton.uk.com
Mrs A Vickers	Assistant Vice Principal, Personal Development	Anna.vickers@charlton.uk.com
Mr P Wakelin	Assistant Vice Principal, Pastoral Lead	Paul.wakelin@charlton.uk.com
Miss A Prosser	Assistant Vice Principal , Inclusion and SENCO	Alison.prosser1@charlton.uk.com
Mrs A Wills	Mental Health Lead	Abbie.wills@charlton.uk.com

Pastoral Support Team

Ms C Hall	Head of Year 7	charlotte.hall@charlton.uk.com
Mrs V Gallier	Year 7 Pastoral Lead	Vivienne.gallier@charlton.uk.com
Mr A Lawton	Head of Year 8	Alan.lawton@charlton.uk.com
Ms C Thomas	Year 8 Pastoral Lead	Claire.thomas@charlton.uk.com
Mr T Simms	Head of Year 9	Tony.simms@charlton.uk.com
Mr C Mincher	Year 9 Pastoral Lead	Chris.minch@charlton.uk.com
Mr J Taylor	Head of Year 10	John.taylor@charlton.uk.com
Mr S Delves	Year 10 Pastoral Lead	Simon.delves@charlton.uk.com
Mrs C Byrne	Head of Year 11	Cathriona.byrne@charlton.uk.com
Ms C Miller	Year 11 Pastoral Lead	Caroline.miller@charlton.uk.com

SEND Support Team

Miss E Montgomery NU4 Lead	ella.montgomery@charlton.uk.com
Mrs S Davies Senior Teaching Assistant	Sarah.davies4@charlton.uk.com
Mrs C Skelding Senior Teaching Assistant	Claire.sleding@charlton.uk.com
Mrs C Lane Lead TA Physical/Sensory Testing & EAA	cherylynn.lane@charlton.uk.com