

INFORMATION REPORT FOR SPECIAL EDUCATIONAL NEEDS OR DISABILITIES

At Carlton Road Academy we strive to be fully inclusive.

We welcome everyone into our community and aim to support every child to reach their full potential.

This document is intended to give you an overview of the support and resources available in our academy- but it is by no means exhaustive! As the needs of our learners' change, so do the resources and support available.

The SENDCo for Carlton Road Academy is: Kirsty Deamer

ACRONYMS and ABBREVIATIONS

The world is full of acronyms and abbreviations. To help you decipher this report, please see below the list of acronyms and abbreviations used in this document and beyond.

ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactivity Disorder
COP	Code of Practice
EHCP	Education Health and Care Plan
EHCNA	Education Health and Care Needs Assessment
EP	Educational Psychologist
EWO	Education Welfare officer
LP	Learning Plan
NFER	National Foundation for Educational Research
ODD	Oppositional Defiance Disorder
OT	Occupational Therapist
PT	Physiotherapist
SALT	Speech and Language Therapy
SATs	Statutory Attainment Tests

SENDCo	Special Educational Needs Coordinator
SEND	Special Education Needs and Disabilities
SEST	Sensory Education Support Team
STT	Specialist Teacher Team
TA	Teaching Assistant
WTT	Working Together Team

What should I do if I think my child has a SEND?

If you believe your child may have a SEND, then the first person to discuss this with is the class teacher who will be able to address your concerns in the first instance. Alternatively, you may wish to speak to the SENDCo who will discuss your concerns with the class teacher on your behalf.

If your child is joining us part way through the year, you may wish to discuss your concerns directly with the SENDCo prior to your child's admission. This can be arranged by contacting the academy's office.

How will the academy respond to my concern?

Once a parent has raised a concern about a learner, the normal procedure would be that the class teacher would undertake to assess/observe the learner and then arrange a meeting to feedback their findings.
This may or may not result in further intervention/assessment taking place. Such assessment would take place after a reasonable period to ensure that we were observing an actual "need" not new school nerves.

How will the academy decide if my child needs extra support?

In line with The Code of Practice 2015, Carlton Road Academy identifies learners as having a Special Educational Need if:

"…they (the child) have a learning difficulty and/ or disability which requires special educational provision to be made for them." (COP p15)

A child has a learning difficulty if: "…they have significantly greater difficulty learning than their peers." (COP p15)

A child's disability can be referred to as a special educational need if: "… (the disability) prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools." (COP p15)

If the class teacher feels that there is a need to investigate a learner's difficulties further, then they will begin a cycle of provision review.

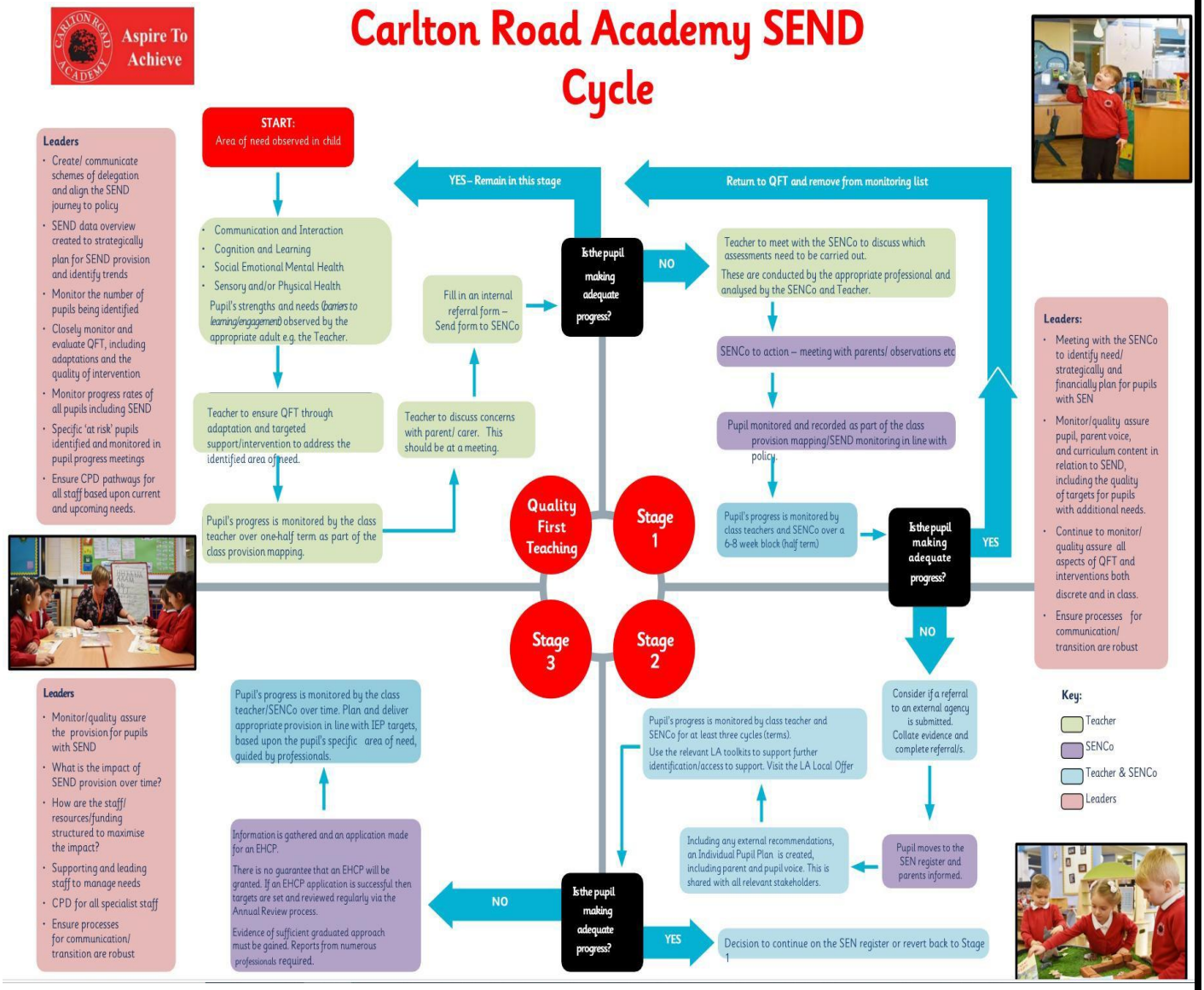
This will begin with a cycle of assess, plan, do review. This process includes setting a target for the learner and arranging some additional to/different from provision aimed at helping them to achieve their target.

Following this period of provision, which will usually last a minimum of 6 weeks, the teacher will assess the learner and ascertain how much progress has been made. If the targets have been met, then the decision may be made to discontinue the provision. If the targets have not been met, then another cycle of provision will be arranged, and new targets will be set.

If, after this cycle, progress is still slow then the decision will be made to provide the learner with specific SEND provision and with your consent, they will be formally added to the academy's Special Needs Register.

After a minimum of three further cycles of support, if there continues to be little or no progress, then further specialist assessments or opinions may begin to be sought.

This process is demonstrated in the diagram below:



This diagram is also available on our website - [Carlton Road Academy - Special Educational Needs and Disabilities]

What will the academy do to support my child?

The class teacher remains responsible for planning the provision needed to help your child achieve their targets, whether these are for a special educational need or not. The support a learner needs may be in the form of a specialist intervention programme, delivered by a teaching assistant or teacher.

However, the provision may also take the form of adjustments to the learning environment, timetable, or specialist equipment.

What enhanced provision is available within the academy?

The academy has two enhanced provisions as part of our graduated approach to supporting learners with SEND. These support a small number of learners with an Education, Health and Care Plan (EHCP) whose needs require provision additional to, or different from, that ordinarily available within a mainstream classroom.

Our enhanced provisions offer a personalised and adapted learning environment. Depending on individual need, this may include increased adult support, structured learning, an adapted curriculum, targeted interventions and specialist approaches. Learners remain part of the wider academy community and access mainstream learning and activities where appropriate.

Access to our enhanced provisions is not by parental request, and having an EHCP does not automatically mean that a learner will access this provision. Consideration follows a careful graduated approach through cycles of assess, plan, do and review, as outlined earlier in this report.

Where evidence shows that a learner's needs cannot be appropriately met through ordinarily available mainstream provision, the academy will consider whether enhanced provision can meet the needs and provision identified within their EHCP. This is considered carefully with parents/carers and relevant professionals, with the individual needs and best interests of the learner at the centre of the process.

Who will support my child?

Depending on the needs of the child, support may be provided by the class teacher, a teaching assistant, or a specialist advisor.

What training and experience do staff have for the additional support my child needs?

The headteacher, Deputy Headteacher and SENDCo hold the National Award for Special Needs Coordination and have been teachers for many years.

Currently, there are staff (teachers and teaching assistants) within the academy trained in:

- Diabetes- administration and supervision of insulin
- Epi-pen -administration
- Asthma – administration of inhalers
- Epilepsy – administration of Buccal midazolam

- Positive handling
- Dyslexia
- Autism
- Makaton
- Speech and Language therapy
- Moving and Handling
- Hoisting
- Physiotherapy

In addition to these, we have in the past, been trained in:

- PEG feeding

We also have a wealth of experience in supporting children with a wide range of conditions such as:

- Dyspraxia
- Muscular Dystrophy
- Autistic Spectrum Disorder
- Hypermobility
- ADHD/ADD/ODD
- Epilepsy
- Asthma
- Diabetes

Where it becomes apparent that specialist training is required to meet the physical needs of a learner, we will contact the relevant professional body to ask for support with this.

Who else might be involved in supporting my child?

The academy benefits from the support of a wide range of outside agencies including:

- Educational Psychologist
- Specialist Teaching Team
- Behaviour Outreach Support Service
- Mental Health Support Team
- Healthy Minds
- Sensory Education Support Team
- Physiotherapists
- Occupational Therapists
- Working Together Team
- ESCO
- Dyslexia Outreach.

If deemed appropriate, then a request for support from these agencies is initiated either by All learners with an Education, Health, and Care Plan (EHCP) are given the opportunity to academy or parents (depending on their referral procedures) and then liaison with academy is led by the SENDCo.

What support will there be for my child's social and emotional well-being?

When a learner has been identified as having a social or emotional difficulty, they will be supported by the class teacher and support staff within their class in the first instance. Further support may be sought from the pastoral team – SENDCo, Safeguarding Lead, Family and Pupil Welfare Lead. If, however, it is felt their need is greater they may be given support by an outside agency where appropriate.

Attendance is monitored constantly by the academy and the Education Welfare Team. Praise is given for excellent and improved attendance. Where a learner's attendance falls well below the expected level, parents are invited to attend Attendance Panel Meetings where support and advice to aid improvement is given. As an academy, we do believe that a learner's SEND should not be a barrier to good attendance and as such, learners with SEND are subject to the same attendance procedures as all other learners.

How will my child be able to contribute their views and how will he/she be involved in the process?

Learner voice is gathered through discussions with the adults who support them, the academy's SENDCo, and Pastoral team. They also have an opportunity to express their views and opinions about the SEND provision in school during our termly Big Conversations.

Learners contribute their views either verbally or in writing for an Annual Review Meeting. We always value the views of all individual learners and listen to their opinions about issues which affect their lives.

How will the curriculum be matched to my child's needs?

Accessibility is key to meeting the needs of all learners and this is an essential part of what we call 'Quality First Teaching'. Teachers make learning opportunities accessible in a variety of ways including changing the outcome, providing supportive resources, and using adult support. By making the curriculum accessible, teachers can ensure they are meeting the needs of the learner appropriately, therefore increasing the chance of success.

If a learner has a physical need, then the academy is very well-resourced to meet these needs, providing a variety of equipment for use by individual learners e.g., iPads, scanners, visualizers, light box, etc.

What opportunities will there be for me to discuss my child's achievements? How will I know how well my child is progressing?

Parents' meetings are held termly when attainment and progress are discussed. Where children have a Learning Plan or EHCP in place, then the targets for their Learning Plans are discussed at these meetings.

When a learner has an EHCP, a review meeting is held, at a minimum, annually. All personnel involved with the learner are invited to this meeting and where they cannot attend a report is usually provided.

Where necessary, home/school books are implemented to allow for a two-way dialogue between parents and staff, to discuss daily progress.

An appointment with the teacher or SENDCo can be made at any other time during the academic year to address any parental concerns.

Parents are also able to access support and information about their child's progress and support via the SENDCo.

How does the academy know how well my child is doing?

Assessment is an on-going tool used by teachers to plan appropriate work for the learners in their class. Teachers use both summative and formative assessment. Summative is the assessment which is based on a test or quiz and tests the learners' knowledge on a particular subject. Formative assessment is assessment which teachers do every day, which comes from a variety of sources including what children say, what they write or activities they may complete.

Over a term, teachers gather the formative assessments they have made on a learner and consider where the learner's attainment is in line with the expectations for their year group.

Statutory assessments are undertaken in Foundation Stage where learner progress is measured against the national Early Learning Goals. Phonic Screening is carried out in Y1 during the Summer Term. Statutory assessments are administered to learners in Y2 and Y6 in the Summer Term, the times table check is administered to learners in Y4.

For learners on the SEN register, the teacher and SENDCo may feel it is appropriate to assess them against the expectations of a lower year group. For example, a learner who is Year 4 may be assessed against the expectations of a Year 2 learner. For some learners, whose attainment is below the expectations of Year 1, then the Pre-Key Stage standards are utilised.

How will my child be included in activities outside the classroom including academy trips?

The academy runs an extensive range of extracurricular activities. To be fully inclusive, TA support (where available) is provided for those learners for whom it is deemed necessary to help them access the club/activity.

When considering visits out of school, including residential ones, all individual learner needs are considered e.g., 1:1 support, wheelchair access in theatres and on coaches. If it is felt appropriate due to complex needs, the school may invite parents/carers to accompany their child.

How accessible is the academy's environment?

The academy's premises are fully accessible to all. Where necessary, for learners with complex additional needs, risk assessments are agreed in consultation with the teacher, TA and SENDCo to identify the needs and level of assistance that may be required in the event of an emergency incident necessitating the evacuation of the building.

Toilet facilities for disabled visitors are available, and the academy also benefits from specialist hygiene suite facilities.

There are two disabled parking bays provided for parents/carers to drop off and pick up their

children. Further details of accessibility can be found in the accessibility plan.

My child is disabled; can they still attend your academy?

We are proud of the inclusive nature of the academy, and we will endeavour to ensure that all children can be admitted into our setting, regardless of any physical disability. As a public service provider, we are bound by the Equality Act (2010) to ensure that we make 'reasonable adjustments' to the facilities and activities made available to our learners.

How does the academy support Looked After Children with SEND?

The Designated Teacher for Looked After Children is Lorraine Reed. She ensures that all staff in the academy understand the implications for those children who are looked after (in Local Authority care) and have SEN or emotional/well-being needs.

Lorraine Reed works alongside the SEND and pastoral team and the Virtual Schools team to ensure that effective systems are in place to support these children and additional funding, advice and support from The Virtual School is accessed as necessary.

Looked After Children with Special Educational Needs will have a support plan which is reviewed every term. All Looked After Children have a statutory care plan, which is drawn up and reviewed by the Local Authority. Looked After Children also have a Personal Education Plan (PEP), which is a statutory requirement for Looked After Children in educational provision.

The support plan and the PEP complement each other and are both reviewed termly by Lorraine Reed and Kirsty Deamer. A termly PEP review is held with carers, the academy and the child's designated social worker. Children's views are sought as part of the PEP review process and when appropriate the Looked After Child also attends their PEP review.

How will the academy prepare and support my child to join the academy?

Prior to a learner entering our academy in Foundation Stage, the class teachers, and appropriate members of the SEN team, visit the pre-school settings where they meet with the key workers of any learners with SEND. The SEND team also meet with the Early Years Specialist Teachers and discuss learners with whom they have been working. The learners and parents/carers are invited into Carlton Road Academy to familiarise themselves with their new surroundings, routines and personnel.

When learners join mid-year, they are provided with a buddy to help them settle into their new environment. There is close liaison with the learner's previous school setting and all data and relevant information is exchanged.

How will the academy prepare and support my child to transfer to a new class or secondary academy?

When learners move from one year group to the next, the learners will have a transition time set by the academy where they will go to their new classroom and meet their new teacher. The SEND team will arrange time for the teachers to view the SEND files for the learners, so that they can familiarise themselves with the needs of the learner and the provisions which need to be in place from September.

During the summer term of year 6, transition arrangements begin in preparation for children moving on to their secondary academy provision. Our SENDCo, will contact the SENDCo at the incoming academy and explain the needs of individual SEND learners who are transitioning. The teachers from the secondary academy may visit children at Carlton Road Academy to familiarise themselves and begin to build relationships. This visit may also involve sharing structures from the new secondary academy such as rules, routines, and timetables. Children will also visit their new academies towards the end of their year 6 summer term. In some cases, children may require enhanced transition plans which can be arranged by our SENDCo in conjunction with the SENDCo of the secondary academy.

How can I be involved in supporting my child?

Parents are fully encouraged to work in partnership with the academy to support their child's learning. Open communication is encouraged. Parents are encouraged to support their children with their homework e.g., reading, mathematics games, etc.

How does the academy monitor the effectiveness of the SEND support available?

The SENDCo supported by the Senior Leadership Team is responsible for monitoring the effectiveness of SEND provision within the academy. This is done through a variety of methods including: monitoring learner progress, learning walks and lesson observations.

The Trust quality assures the provision for learners with SEND on a regular basis.

What should I do if I have a complaint about the SEND provision at the academy?

In the first instance a complaint should be addressed with the SENDCo. If this does not answer your concern or the complaint is about the SENDCo then with the headteacher. Following this, if you feel the situation has not been resolved, then the academy has a Complaints policy which you should follow. This can be found on our website or alternatively, a copy can be obtained from the academy's office.

How can I access further information about SEND in Lincolnshire?

Support for parents/carers and families can be found at: www.lincolnshire.gov.uk/SENDlocaloffer

Who can I contact for further information?

SENDCo: Kirsty Deamer

Via Enquiries:

enquiries@carltonroadacademy.net

Telephone: 01205 364674

Updated September 2026

Next update due: September 2027