



**Annual Report to Parents from the Governors on the provision for SEN  
at Carleton Community High School**

**September 2017**

Key Staff - AENCO – Kath Morris  
SEN Governor –

**Policies**

All AEN policies are found on the website, on the AEN/SEN page.

**Number of students as identified on the SEN Register**

<b>Year</b>	<b>Statement/EHCP</b>	<b>SEN Support</b>	<b>Total</b>
<b>7</b>	4	16	20
<b>8</b>	5	11	16
<b>9</b>	3	20	20
<b>10</b>	3	7	10
<b>11</b>	2	13	15
<b>Total</b>	17	67	81
<b>% of School Roll</b>	<b>1.97%</b>	<b>7.8%</b>	<b>9.42%</b>

<b>Year</b>	<b>Monitoring</b>
<b>7</b>	17
<b>8</b>	16
<b>9</b>	17
<b>10</b>	14
<b>11</b>	22
<b>Total</b>	86
<b>% of School Roll</b>	<b>10.01%</b>

Historically this figure is above the national average.



## Progress of Students with SEN 2016-17

### Statements/ EHCP Students

Year	No of Students	5 A- C	5 A-C En/Ma
2014	6	4	0
2015	4	0	0
2016	3	1	0
2017	2	1	0

### SEN Support

Year	No of Students	5 A- C	5 A-C En/Ma
2014	26	2	2
2015	11	17	12
2016	9	1	0
2017	10	3	3

A number of students have a My Support Plan (MSP) which indicates that they have a need which may lead to school applying for extra funding by requesting an Education Health Care Plan assessment. Currently we have one MSP under review for an EHCP and three MSP's in the process of gathering evidence for statutory assessment.

Year	MSP
7	3
8	3
9	10
10	5
11	7
Total	28
% of School Roll	3.26%



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**Intervention offered during this year has included:-**

In class support  
Study support  
Small group lessons  
I4  
Numicom  
1:1 Tuition  
Time in the AEN base  
Spelling groups  
Learning mentor  
EAL  
Literacy groups  
Social Skills groups  
Life skills groups

Sims data is regularly reviewed and student observations undertaken to identify any learning gaps.

In a very small number of instances an outside agency may be called into school to further support the needs of the learners.

Parents are invited into school to discuss student passports.

Annual Reviews are held for students with a Statement/ EHCP.

**Attendance and Exclusions**

Of the fixed term exclusions served in 2016-17 45.7% have involved students on the SEN register. Many of these students have been offered additional support from the Positive Behaviour mentor, learning mentors, and outside agencies such as CAMHS, and Educational Psychologist.

Attendance is monitored on a weekly basis and support is offered by school staff including the Attendance Welfare Manager and the Educational Welfare Officer. In 2016-17 13.01 % SEN students had an attendance level below 90%.

**Budget Allocation**

The SEN budget was utilised to provide support assistants to work in lessons and to deliver interventions.



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Staff training is also provided along with personal training as requested by ESA's. Outside agencies as appropriate to support EAL students, to buy in services provided by Educational Psychology and some Hospital school provision.

### **Deployment of Staff**

SEN Students are supported in class by their teachers who have a clear understanding of their needs.

8 students, in 2016-17 were in receipt of additional funding through statements/ EHCP. This additional support was used to work with them in the SEN base as well as in their lessons.

In addition the school employs staff to work in the SEN base and to provide additional support in lessons.

The school employs a comprehensive team for student support including Attendance Manager, Educational Welfare Office and Learning Mentors all of whom support SEN students and their families.

### **External Agencies**

As an Academy we are able to tailor support packages to meet the needs of students. The most appropriate agency will be brought into support a student this included:-

Educational Psychologist  
Learning Support Advisory Teacher  
Hearing Impaired Team  
Visually Impaired Team  
Communication and Interaction Access Team

### **Liaison**

To ensure smooth transition from Primary school and onto college the AENCO meets with the relevant staff in the other phases to ensure that all key information is transferred and can be acted upon once the student moves from one school to another. Additional visits/ activities are built into the schedule for those students with complex needs.

### **Professional Development**

Staff have had Child Protection and Safeguarding training.



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## **Disability Duty**

### **Students with disabilities and medical needs within school**

Health care plans are written or updated at the start of each academic year to ensure that the information stored on identified students is current and that the plans reflect needs. Student Passports or Supporting Me to Learn Plans/ Learner Profiles are linked to Sims of the most vulnerable students.

### **Inclusion**

All students have access and opportunities to participate in visits and school activities through reasonable adjustments.

### **Parent/ Carer involvement in the provision for students with SEN disabilities and / or medical needs**

Parents are invited to attend and contribute to various meetings throughout the year such as Parents' Evenings, Supporting Me to Learn Plans, Learner Profiles, MSP and Annual Reviews.

Health Care plans are written with the involvement of the school nurse/ doctors and parents/ carers.

Information about the complaints procedure and how to access the procedure is available on the school website.