



**Carmel
College**

SEN Information Report

Updated June 2021



Contribution to LA Local Offer

Link to [Darlington Local Offer](#)

“Where Students leave with more than just outstanding exam results”



Shaping futures, fulfilling dreams

Mission statement

The ethos of Carmel College is built around our mission as a Catholic college. Through following Gospel values in everything we do, we aim to ensure all members of our community are individually provided with the care, respect and compassion that all unique individuals deserve.

Our community must be characterised by supportiveness, a welcoming approach, a caring ethos with justice given to all within it.

We shall strive to provide opportunities and an environment in which all pupils develop according to their full potential.

We must seek to ensure that all members of our community experience and find hope, joy and fulfilment and a sense of their own worth and that of others by participating as fully as possible in college life.

'I came that you may have life in abundance.'

John Ch10 v10



Our Core Offer

- Teachers are responsible for the progress of ALL pupils in their class. High quality teaching is personalised to meet every child's need. This is the first step in supporting pupils who may have Special Educational Needs and Disabilities (SEND). All children are challenged to do their very best. This is enough for most pupils to make progress.
- All children will be taught a broad and balanced curriculum. Where children require extra support, specialist resources or extension materials these will be provided wherever possible.
- Where it is perceived that pupils may require access arrangements and it is their usual way of working in class, such as a computer reader or access to a word processor for external exams, they will undergo psychometric testing in college via our Specialist Assessor. Identification of such pupils is a collaborative effort from teaching, pastoral and SEN staff. Assessment usually takes place in the summer term and results are shared with parents at the Academic Mentoring Day in the autumn term or before, where possible.
- All children are known well by their class teacher, who develops strong relationships with them. Good behaviour and work is rewarded.
- Your child can express their views in several ways, including via their school council representatives or directly to staff.
- We manage medical needs by working closely with parents and healthcare professionals. We listen to and act on their advice, providing staff training when needed.
- We run a wide range of extra curricular clubs including Dance, Games, Gymnastics, Football, Sailing and Climbing.
- Our SEN Governor has regular involvement with the Department and is kept apprised of all aspects relating to inclusion.



Assessment

Below is a list of Expertise/Specialist Services accessed by School where appropriate:

- Educational Psychologist
- Counselling Service/Child Psychotherapist
- Physiotherapists
- Occupational therapists
- Speech and Language therapists
- Hearing Impaired Service
- CAMHs – Child and Adolescent Mental Health Service
- School Nurse & Health Visitors
- Child And Family Services
- Social Communication Outreach Service (SCOS)



Assessment

- Identification – Your child will be identified as having SEN if they have significantly greater difficulty in learning than the majority of children of the same age or if they have a disability preventing or hindering the use of educational facilities provided for children of the same age within the Local Education Authority.
- First steps - if from our rigorous tracking and monitoring of your child's progress, it becomes apparent that he/she is not making expected progress then you will be invited to a meeting with their teacher, Mrs Coyle (SENCo) and / or Mrs Julian (SENCo). At the meeting we will begin to explore the possible barriers to learning and you will be asked how we can best support your child. We may agree to add your child to the 'shadow SEN register' for further monitoring and to alert all teaching staff.
- Observations and assessments will then be carried out and, if required, input from specialist services may be sought with your permission.
- Where appropriate your child may be placed on our school's SEN Support Register, where necessary, a support plan will be devised and agreed. This process will involve your child as much as possible in its development and of course will be strengthened with your own actively sought advice and suggestions.
- EHCPs (Education Health Care Plans) will be used when a child's needs are deemed more complex and require the input from a range of outside agencies. This could be in the form of Educational Psychologists, Occupational Therapists or other professionals with an area of expertise, e.g. Autism. An EHCP helps to determine the level of educational, social and health support the child needs.
- If you are concerned about your child's progress or that your child may have SEN, please contact our SENCo, Kathryn Coyle / Lin Julian on 01325 254525



Planning

- Our procedures are in line with the Special Educational Needs and Disability Code of Practice (2015).
- The first point of contact is the Form Tutor and / or Pastoral Learning Manager (PLM), who have overall responsibility for the welfare of your child. Additional provision is planned carefully and overseen by Mrs Coyle & Mrs Julian, the Special Educational Needs and Disabilities Co-ordinator (SENDCo).

SEN Resources

- At Carmel we have an extensive range of different SEN resources and interventions available. These are closely matched to the needs of our children and their progress is monitored by the class teachers, the SENCo and staff with specific curriculum responsibilities.
- Where provision does not result in adequate progress, as outlined in the Code of Practice, the SENCo (Mrs Coyle / Mrs Julian) should be consulted for advice.



Doing

- Our teachers are skilled at adapting teaching and learning to meet the diverse needs in each class.
- Daily planning takes into account individual children's needs and requirements and is annotated and adapted according to need.
- Differentiation is approached in a range of ways to support access to the curriculum and ensure that all children can experience success and challenge in their learning.
- Grouping arrangements take into account the different skills and abilities of each child. This ensures that learning is maximised.
- Additional adults are sometimes used to help groups and individual children with the long term goal of developing independent learning skills. The class teacher monitors this support to avoid students becoming over reliant on this.



Reviewing

- Homework is given regularly and you are encouraged to support your child's learning at home.
- Home school diaries are used to support communication between home and school and it is important to make good use of this resource, especially to support children who need support with their organisational skills.
- Consultation sessions are held in the Autumn and Spring terms where you can meet your child's academic mentor to discuss work in different subject areas.
- If your child has an EHC plan, you will be invited to a review at least annually.
- We do our best to consult both parents and students during the reviewing phase.
- We have a robust system of monitoring and tracking all students and vulnerable groups including those with SEN or who are looked after by the Local Authority.
- For every child who is in the care of the Local Authority, (a looked after child - LAC), a Personal Education Plan (PEP) will be devised. This Plan will establish clear targets and actions to respond effectively to each child's needs and provide a continuous record of their achievements.



Meeting Identified Needs

Cognition and Learning

- Highly differentiated class and homework tasks
- Key words sheets, sentence starters, writing frames
- Support with organisation e.g. pictorial timetables
- Activities broken down into chunks with clear, explicit instructions
- Small group and 1:1 intervention where appropriate
- Access to an alternative curriculum where possible

Communication and Interaction

- Carefully selected groups and support during group work
- Support during unstructured time
- Access to extra-curricular activities specifically designed to improve communication and interaction
- Specific interventions where appropriate, e.g. to encourage improved management of anxiety
- Access to external agencies for advice and example strategies
- Home-School contact book to keep parents/carers readily informed of activities during the College day

The current Covid-19 restrictions mean that the provision listed above in all four areas of need has had to be adapted to the requirements of on-line distance learning, as has been the case since 26th March 2020. All teachers and the support team have quickly become adept at using technology to remotely support our learners who have SEND. Levels of engagement and progress are regularly checked and interventions put in place if any concerns exist. Our support under Covid-19 is flexible to meet the needs of each individual learner.



Meeting Identified Needs

Social, Emotional and Mental Health Needs

- Access to the Emmaus Centre, where your child can receive the support of an experienced Emotional Wellbeing coordinator via individualised interventions
- Advice from outside agencies where appropriate
- Support from PLMs and Form Tutors
- Consistent links with SENCo and families for support and information sharing
- Information from parents shared with relevant staff in College
- Extra pastoral support for listening to pupils' views

Sensory and / or Medical Needs

- Access to the Student Support Office to take medication
- Development of Individual Health Care Plan for the support of more serious Medical Needs
- Advice taken from outside agencies where appropriate
- College work sent home during periods of illness related absence
- Consistent communication with those appropriate in College

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Wellbeing

- Pastoral Care is at the heart of College life. There is an extensive PSHEE curriculum developed by PLMs and delivered by Form Tutors on a weekly basis. Key topic areas include; career planning, relationships, self-awareness, E-Safety, bullying and Emotional Wellbeing and Mental Health.
- The Learning Support Department offers input which is embedded into the PSHEE curriculum to raise awareness of diversity issues and actively prevent bullying of those with SEN and/or a disability on an individual basis.
- Social Support for students is offered in a variety of individualised ways including: support from the LS Department during unstructured time, specialist 1:1 intervention programmes, Extra Curricular activities aimed at building on communication and interaction skills as well as support from the Emmaus Centre and Emotional Wellbeing Coordinator.
- Medical support is available from a designated person in the Student Support Office who will deal with the administration of medicines and record keeping.
- Individual Health Care Plans are written by the Learning Support Department in conjunction with parents/carers for students with more complex health care requirements. These are reviewed at least termly with PLMs and the Vice Principal for Pastoral Care.
- Parents/Carers are responsible for providing College with accurate information and an up to date supply of medication (Supporting Students with a Medical Condition Policy).
- Where illness-related absences occur PLMs, Form Tutors and the Learning Support Department will liaise directly with parents/carers and pupils as to how best to support them.
- In order to reduce the impact of illness-related absences College will organise for work to be sent home or on a virtual learning platform, such as Microsoft Teams, with comprehensive instructions for your child as appropriate.



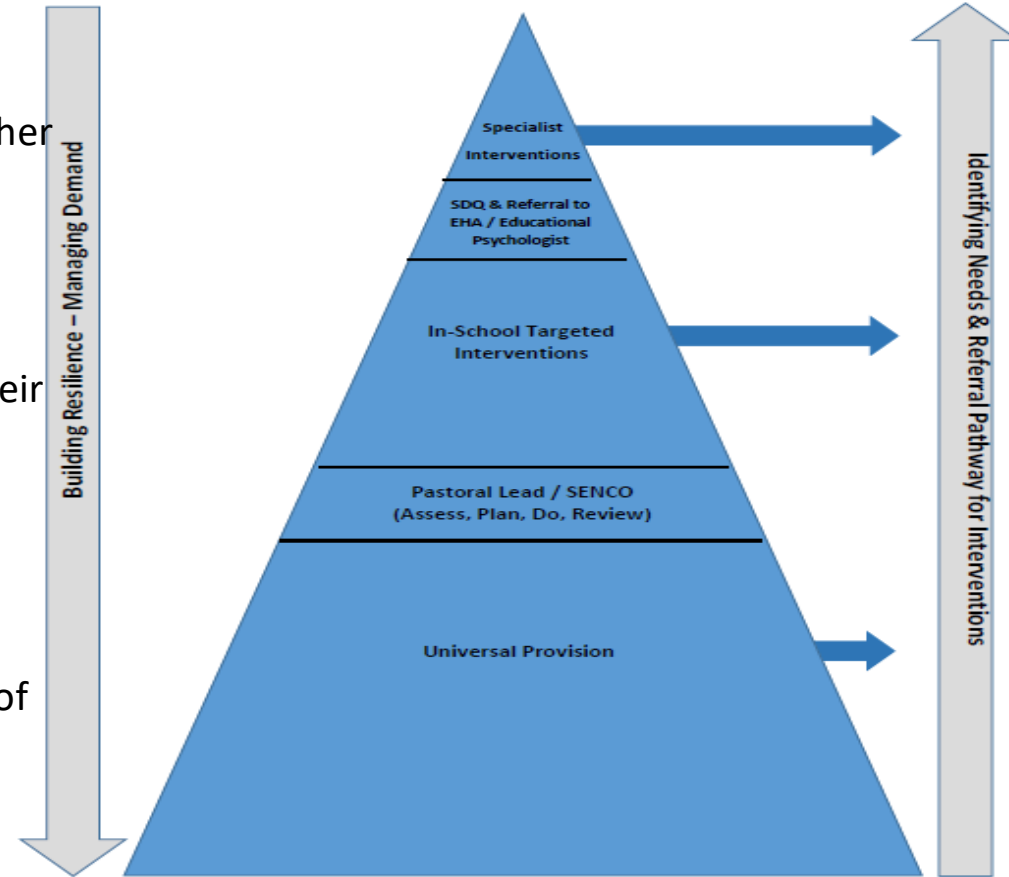
Emotional Health and Wellbeing

- We have a whole school approach to promoting emotional health and wellbeing in accordance with the National Institute for Health and Care Excellence (NICE) guidelines.
- We take a strategic approach to the promotion of emotional health & wellbeing. We have developed a systematic and clear action plan to implement a carefully evidenced and research based policy.
- At the base of our model is the concept of universal provision whereby all our children are offered an entitlement of support and access to a curriculum and other provision including extra-curricular opportunities which helps to build independence and personal resilience.
- Children that require a higher level of support or intervention will be identified through a systematic plan, do, review methodology.
- We set up a well being channel where staff access research-based guidance in their support of children experiencing difficulties linked to the impact of COVID-19.
- Children with particularly complex needs will be formally assessed before they access targeted interventions or are referred to specialist provision.
- This approach should be considered alongside statutory guidance on 'Keeping Children Safe in Education', 'Supporting pupils at school with medical conditions and existing advice on targeted approaches for supporting pupils with, or at risk of developing mental health problems including:

[Mental Health and Behaviour advice for Schools](#)

[Promoting children and young peoples emotional health and wellbeing](#)

[Counselling in schools](#)



Access and Resources

- We remain aware of our duties under the Equality Act (2010).
- We aim to ensure that we ‘make reasonable adjustments’ in order to comply with the duties including adjustments to the PE curriculum where appropriate.
- Our College is highly accessible for wheelchair users.
- We work closely with the Low Incidence Needs Service (LINs) to inform ourselves and ensure we deliver the highest provision for children with Auditory and Visual impairments.
- We are committed to offering all students the same opportunity to activities outside of the class room including extra-curricular activities and College trips, where Health and Safety isn’t compromised.
- The College SENCo allocates support on a needs basis. This can take the form of 1:1 support, small group interventions and support to fully access the facilities or extra-curricular activities in College.
- We create an environment that meets the Special Educational Needs of each child and their family in order that the pupil can achieve their full learning potential and engage in activities alongside pupils who don’t have SEN.



Moving up, Moving on...

- Close links are formed with families, Primary Schools and any outside agencies early in the transitional phase.
- SENCo visits Primary Schools and meets with families to gain a comprehensive understanding of students in order to provide a smooth transition and consistent support throughout.
- Careers advice is delivered via a third party employed by the College. Where appropriate, careers advisors are invited to Annual Reviews to discuss options for higher education. These advisors can also provide 1:1 sessions with students as necessary.
- Our comprehensive PSHEE curriculum covers careers and a range of post 16 options.
- We link closely with Head of Sixth Form to ensure that our young people who have identified SEN in our Sixth Form continue to receive the support they need to fully access the curriculum, assessment, advice and guidance. This increasingly includes advice about applications to universities or other training options beyond college.
- At all reviews from Year 9 there is a focus on levels of independence, aspirational post-16 placement, independent living and full participation in the local and wider community.



Evaluation of Impact

The impact of the provision provided has been to improve access to the curriculum for all pupils who have SEND. Carefully planned provision, including short term interventions implemented by school staff, together with expertise secured by school has ensured all children with SEND have been able to access areas of the curriculum that would not otherwise have been accessible to them.

Covid-19 restrictions meant that the provision had to be adapted to the requirements of on-line distance learning, as has been the case since 20th March 2020. All teachers and the support team have quickly become adept at using technology to remotely support our learners who have SEND and their families. Levels of engagement and progress were regularly checked and interventions were put in place if any concerns existed. Our support under Covid-19 was flexible to meet the needs of each individual learner.

As part of steps taken to fight the spread of coronavirus, the government cancelled all exams due to take place in schools in England in summer 2020. Consequently, no school level educational performance data based on 2020 tests, assessments and exams can be presented.



Keeping in Touch

- If you have any concerns about your child at any time you can contact your child's Pastoral Learning manager either via email or by contacting College directly via Reception, on 01325 254525
- Alternatively, with regards to SEN provision, you can contact Mrs K Coyle / Mrs L Julian (SENCo) on 01325 254525 or via email at kcoyle@carmel.org.uk / ljulian@carmel.org.uk

We welcome feedback from all of our parents

See Complaints Policy

