

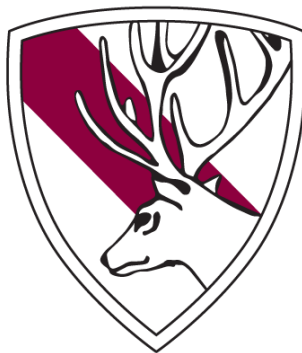


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## **SEND Mission Statement**

At TCA we have developed an inclusive offer for pupils with Special Educational Needs and Disability (SEND). All staff in the school are dedicated to actively seeking to remove the barriers to learning and participation that can hinder or exclude individual students from making sufficient academic and social progress. We follow the principal statement that:

**'All teachers are teachers of SEND'**



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# How do we Identify at The Carlton Academy?



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- Students are on our SEND register if:
- 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. (Code of Practice, 2015)
- They are the K students
- We also have SA students who you need to be aware of but there needs to be no specific provision for them. They cope without anything additional to and different from.





# 4 categories of need

- Cognition and learning (Dyslexia, Dyscalculia)
- Communication and interaction (ASD, Speech and language needs)
- SEMH (ADHD, mental health needs)
- Sensory and physical





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# The Graduated Response:

- It is a statutory requirement that schools follow a Graduated Response to identifying and supporting students with SEND

How do we?

## Identify

- **Assess** the need
- **Plan** the provision
- **Do** the provision
- **Review** the provision



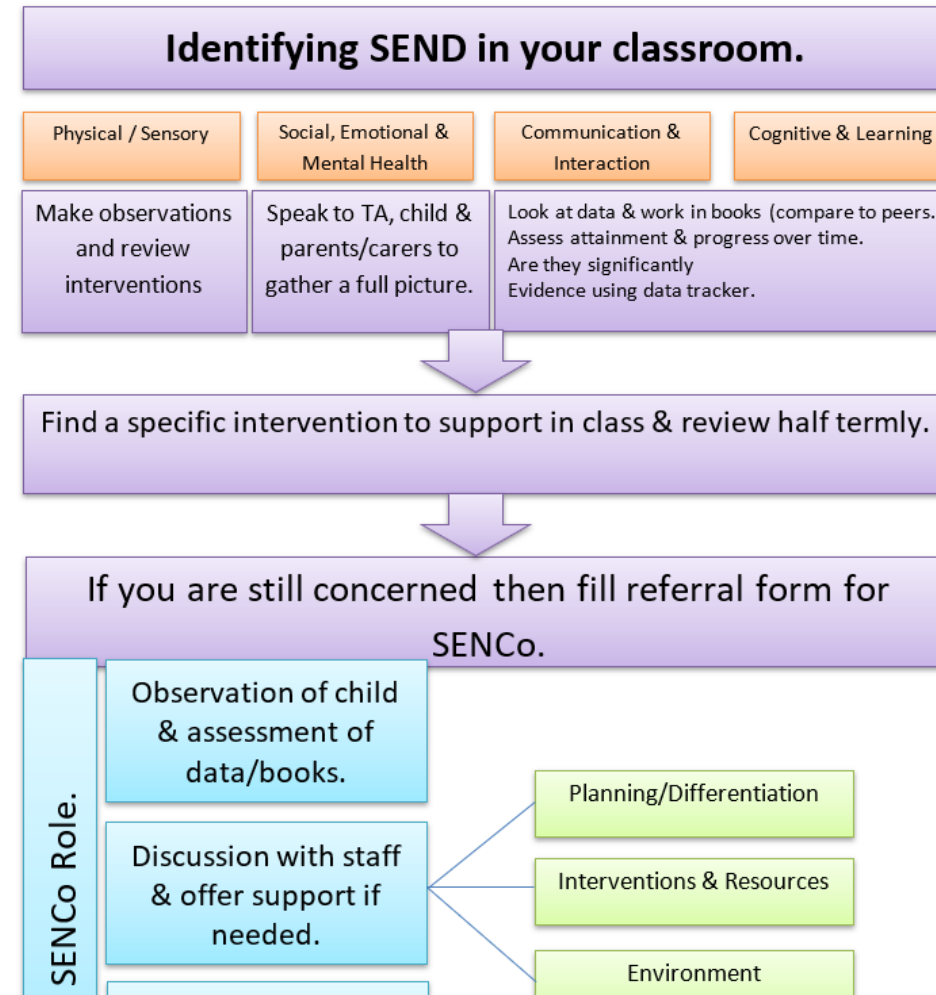
# How do we identify SEN at TCA?

Identification of SEND can come from:

School staff

Parents

Outside agencies





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# Strategic provision for SEND

The Graduated Response at TCA. The needs of all pupils are considered, with high expectations for all.

Students with an EHCP.

TCA provide:

Ongoing specific support. Outside agency support. Alternative provision.

## Wave 3

Additional, highly personalised interventions to accelerate progress.

TCA provide:

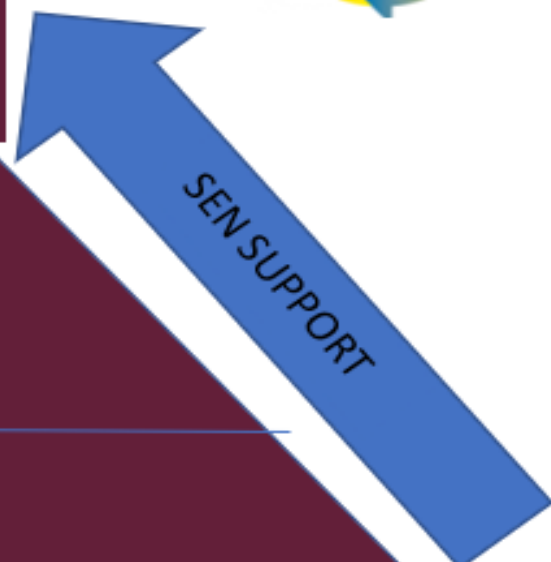
Lexia, Socially Speaking, Talk for Teenagers, Talk Good Feel Good, SNIP, SPAG, Memory recall, pupil profiles giving individual strategies, Catch Up Reading

## Wave 2

Additional interventions to enable pupils with SEND to work at the level of their peers.

## Wave 1

Inclusive quality first teaching for all.



All SEND provision at TCA is based on evidence-based research.



# Ofsted report into children's services 20-21:



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- Children with SEND have been disproportionately affected by the pandemic
- Families and workers have faced significant challenge
- Young people have missed or received a more narrowed education in comparison to peers
- Missed out on important outside agency support (counselling, S&L, physio appointments)
  
- Affected behaviour





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1

Create a positive and supportive environment for all pupils, without exception



- An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils. Schools should:
  - promote positive relationships, active engagement, and wellbeing for all pupils;
  - ensure all pupils can access the best possible teaching; and
  - adopt a positive and proactive approach to behaviour, as described in the EEF's [Improving Behaviour in Schools](#) guidance report.

2

Build an ongoing, holistic understanding of your pupils and their needs



- Schools should aim to understand individual pupil's learning needs using the graduated approach of the 'assess, plan, do, review' approach.
- Assessment should be regular and purposeful rather than a one-off event, and should seek input from parents and carers as well as the pupil themselves and specialist professionals.
- Teachers need to feel empowered and trusted to use the information they collect to make a decision about the next steps for teaching that child.

3

Ensure all pupils have access to high quality teaching



- To a great extent, good teaching for pupils with SEND is good teaching for all.
- Searching for a 'magic bullet' can distract teachers from the powerful strategies they often already possess.
- The research suggests a group of teaching strategies that teachers should consider emphasising for pupils with SEND. Teachers should develop a repertoire of these strategies they can use flexibly in response to the needs of all pupils.
  - flexible grouping;
  - cognitive and metacognitive strategies;
  - explicit instruction;
  - using technology to support pupils with SEND; and
  - scaffolding.

4

Complement high quality teaching with carefully selected small-group and one-to-one interventions



- Small-group and one-to-one interventions can be a powerful tool but must be used carefully. Ineffective use of interventions can create a barrier to the inclusion of pupils with SEND.
- High quality teaching should reduce the need for extra support, but it is likely that some pupils will require high quality, structured, targeted interventions to make progress.
- The intensity of intervention (from universal to targeted to specialist) should increase with need.
- Interventions should be carefully targeted through identification and assessment of need.
- Interventions should be applied using the principles of effective implementation described in the EEF's guidance report [Putting Evidence to Work: A School's Guide to Implementation](#).

5

Work effectively with teaching assistants



- Effective deployment of teaching assistants (TAs) is critical. School leaders should pay careful attention to the roles of TAs and ensure they have a positive impact on pupils with SEND.
- TAs should supplement, not replace, teaching from the classroom teacher.
- The EEF's guidance report [Making Best Use of Teaching Assistants](#) provides detailed recommendations.

# Successful special educational needs strategies for in mainstream schools



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The 'Five-a-day' principle: High quality teaching benefits pupils with SEND

