



The Robert Carre Trust

Carre's Grammar School

Kesteven and Sleaford High School

SEND Information Report for Academic Year 2022/2023

This information report has been prepared by Jacqueline Millband and Deborah Collett and approved by the Board of Trustees in November 2022 for publication on the website.

The SEND Information Report is part of a wider suite of documents relating to SEN, disability and inclusion which can be found here. In particular, it should be read alongside the academy's SEND policy.

Carre's Grammar School and Kesteven and Sleaford High School make provision for the following kinds of SEND

Cognition and learning and specific Learning Difficulties, such as Dyslexia and/or Dyspraxia

- Communication and Interaction Needs, such as Autistic Spectrum Condition (ASC)
- Behaviour, Emotional, and/or Social Development Needs
- Mental Health needs
- Sensory or physical needs, such as hearing or visual impairment
- Speech and language difficulties

The schools identify and assess SEND by:

- Year 6 transfer information
- Year 7 CATs and SATs tests
- Baseline data from curriculum entry assessments
- Baseline data from literacy assessments
- Mid-year entry assessments
- Internal referrals and assessments
- CAMHS assessments
- Exam access arrangements screening

- Educational psychologist assessments
- Internal progress data
- Concerns raised by parents/carers, teachers or the student

a guide, a student is deemed to have SEN if their need goes beyond 'universal provision'.

The Trust supports SEND in accordance with its policy framework which is set out In the RCT SEND Policy

These policies set out the schools' approach to

- Assessing and review the progress of children with SEND;
- Teaching children with SEND;
- Adapting the curriculum and learning environment for children with SEND;
- Making decisions on additional support in relation to children with SEND;
- Ensuring inclusion of children with SEND with children without such needs across all school activities;
- Supporting the emotional, social and mental development of children with SEND; and
- Evaluating the effectiveness of our provision for our children with SEND.

Carre's Grammar School SENCO's details are:

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Kesteven and Sleaford High School SENCO's details are:

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The school's staff have been trained and have expertise in the following areas:

Specific Learning Difficulties, Dyslexia and Slow Processing

Dyspraxia

Autistic Spectrum Disorders including Sensory Processing

Social, Emotional and Behavioural Needs

ADHD

Anger Management

Mental Health

Peer Relationship Support

Whole school training is provided on SEND issues. Individual teachers and support staff attend in school and external training relevant to the needs of specific students in their class

The schools will secure equipment and facilities for children with SEND by:

The SEND budget is allocated each financial year. The money is used to provide additional support or resources dependent upon an individual's needs. Additional provision may be allocated after review meetings, or if a concern has been raised at another time during the academic year. Resources may include deployment of staff depending on funding allocation and individual circumstances. All resources/training and support are reviewed regularly and changes made as needed/recommended.

The schools aim to involve the parents and children with SEND in the education of the children and will do so by:

Parents are involved in planning their child's education and particularly for students with EHCP Assessments, through the annual review process. Parents are also involved in interim reviews of support throughout the academic year. There are published assessment points across the academic year. These results give a clear indication as to whether progress has been made. There is an annual parents' consultation evening for all students each year. The SENCO is available to meet with parents to discuss student progress and/or any concerns/worries parents may have. This contact can also be maintained via email.

The views of students are taken into account through Student Voice questionnaires, student forums and person-centred reviews as well as through the School Council. Students with either a statement of SEN or Education, Health and Care Plan can contribute their views through the review process.

Any concerns or complaints raised by a parent of a child with SEND will be dealt with by the schools by:

The Trust takes its responsibilities towards students and parents of students with special educational needs very seriously. It is very important to be able to use informal and formal complaints procedures to remedy the situation as soon as possible.

Stage 1: Parents should contact the school SENCO. A meeting will be arranged to discuss the complaint and try to agree an acceptable resolution to the problem.

Stage 2: Parents should contact the Headteacher. A meeting will be arranged to discuss the complaint and try to agree an acceptable resolution to the problem.

Stage 3: If the complaint cannot be resolved, the Trust recognises its duty to comply with The Education Regulations 2010. The procedures specified in the Trust Complaints Policy (available on the Trust website) should be followed

The schools work with other agencies to support children with SEND and their families by:

The schools work closely with external professionals, engaging their support as appropriate. Some of the external professionals we work with include:

- Child and Adolescent Mental Health Services (CAMHS)
- Healthy Minds
- Working Together Team (WTT)
- Community Paediatricians and the School Nursing Team
- Educational Psychologists
- Private Counsellors
- Various Therapists (occupational, physio and speech)

This is not an exhaustive list, we engage appropriate professional support as required and to meet the needs of our students.

The Trust acknowledges that parents of children with SEND sometimes need additional independent support and the local independent advice and support service can be contacted at:

Liaise – What is Liaise? - Lincolnshire County Council

Telephone: 0800 195 1635

Email: liaise@lincolnshire.gov.uk

The schools work on transition arrangements for children joining or leaving the schools by:

- Discussions and meetings between previous or receiving schools, colleges, universities or other organisations, prior to the student joining/leaving.
- The schools endeavour to pass on/receive all relevant information and records regarding students with SEND. Information is disseminated to teaching staff and Teaching Assistants with appropriate recommendations/advice implemented.
- All new Year 7 students attend an Induction Day in July
- Parent/student information evenings and open days also facilitate transition.
- Additional visits are also arranged for students who need extra time in their new school.

The schools aim to make transitions as smooth as possible using a range of strategies:

Discussions and meetings between previous or receiving schools, colleges, universities or other organisations, prior to the student joining/leaving. The schools endeavour to pass on/receive all relevant information and records regarding students with SEND. Information is disseminated to teaching staff and Student Support Officers with appropriate recommendations/advice implemented. Information is communicated with teaching staff via their Learning Profiles

All new Year 7 students attend an Induction Day in July. Parent/student information evenings and open days also facilitate transition. Additional visits are arranged for students who need extra time in their new school.

The SENCO is always happy to meet parents/carers prior to their child joining/leaving the school to discuss anticipated learning needs/support arrangements. Likewise, school staff can also make external visits to schools/colleges/universities/organisations to plan transition arrangements in more detail.

Independent Careers Advice is available to all students.

All school SEND review meetings include transition discussions, and take advice from parents, teachers and other professionals involved.

All students with an EHCP will complete a Transition Plan at key moments of change in their education.

The Local Offer produced by the Lincolnshire Local Authority is available on its website [SEND Local Offer – Lincolnshire County Council](#)

Where can I get further information about Special Educational Needs support services for my child?

Lincolnshire Local Authority Family Services Directory online Lincolnshire's Parent Carer Forum	www.lincspcf.org.uk
National Autistic Society, 393 City Road, London, EC1V 1NG	http://www.autism.org.uk
British Association for Counselling, 1 Regent Place, Rugby CV21 2PJ	www.bacp.co.uk
Dyslexia Action, Provincial House, Sutton Coldfield, B72 1QU	www.dyslexiaaction.org.uk
Dyspraxia Foundation, Hitchin, Herts SG5 1EG	www.dyspraxiafoundation.org.uk
The information in this report forms part of Lincolnshire's Local Offer which contains further information and a directory for all support services in the area for parents of pupils with SEN.	https://lincolnshire.fsd.org.uk/kb5/lincs/fsd/home.page