Carisbrooke College

EDUCATION IS OUR CASTLE

# Special Educational Needs and Disability (SEND) Information Report

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**Revisions**

| Policy Area / Section | Key Revision / Addition |
|---|---|
| SENDCo Contact Information | Provides a direct phone contact line for parent inquiries and triage. |
| Classroom Delivery and "The Class Key" | Formally mandates the Class Key for mapping adaptive strategies across SEND, student Premium, EAL, LAC/PLAC, and High-Attaining students alongside seating plans. |
| Baseline and Diagnostic Screening | Specifies exact standardised screening assessments used to identify learning gaps upon entry. |
| Student Profiles and Co-Production | Emphasises direct student co-creation in drafting and reviewing learning targets. |
| Physical and Environmental Accessibility | Expands physical accessibility documentation to include hygiene rooms, automatic doors, and sensory spaces. |
| Progress Evaluation and Metrics | Adds standardised reading/spelling age gains and national GCSE benchmark comparisons to progress evaluations. |
| Post-16 Transitions and PfA | Formalises Preparation for Adulthood (PfA) frameworks and Post-16 transition planning. |

## 1. Aims of Provision for Students with Special Educational Needs and Disabilities

Carisbrooke College is a fully inclusive secondary school committed to ensuring that every student, regardless of their individual needs or background, is supported to achieve excellent educational and personal outcomes. The aims of our policy and practice in relation to Special Educational Needs and Disability (SEND) are:

- **Reasonable Adjustments:** To make reasonable adjustments for students with a disability by taking proactive action to increase access to the curriculum and the physical school environment.
- **Needs-Based Support:** To adopt a needs-based approach grounded in the individual strengths, challenges, and aspirations of each student, ensuring support is highly personalised, purposeful, and inclusive.
- **Inclusive Lesson Planning:** To ensure that learning activities across all subjects are planned dynamically to promote full participation for all young people, including those with SEND.
- **Barrier Reduction:** To reduce barriers to learning and progress by embedding the statutory principles of the National Curriculum Inclusion Statement.
- **Partnership and Co-Production:** To actively seek, monitor, and respond to parent/carer and student views, building high levels of trust, co-production, and confidence.
- **Staff Expertise:** To maintain a high standard of staff expertise through targeted continuing professional development (CPD) centered on high-quality adaptive teaching.
- **Medical Support:** To support students with medical conditions to achieve full inclusion in all school activities through close consultation with health and social care partners.
- **Multi-Agency Working:** To collaborate productively with the Isle of Wight Local Authority and external multi-agency services to secure a joined-up approach for vulnerable learners.

Carisbrooke College is committed to using its 'best endeavours' under Section 66 of the Children and Families Act 2014 to ensure that students who require special educational provision receive the exact support they need. Our support addresses the four broad areas of need set out in the SEND Code of Practice (2015): Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health (SEMH); and Sensory and/or Physical Needs.

## 2. What are Special Educational Needs (SEN) or a Disability?

At Carisbrooke College, we apply the definitions of SEN and Disability established in the SEND Code of Practice (2015) and the Equality Act 2010:

- **Special Educational Needs (SEN):** A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A learning difficulty is a significantly greater difficulty in learning than the majority of others of the same age, or a disability which prevents or hinders them from making use of educational facilities provided generally for others of the same age in mainstream schools.
- **Disability:** Under the Equality Act 2010, a disability is defined as a physical or mental impairment that has a 'substantial and long-term adverse effect' on a person's ability to carry out normal day-to-day activities. This includes long-term health conditions (e.g. diabetes, epilepsy, severe asthma) as well as sensory impairments and neurodivergent conditions.

## 3. Kinds of SEND Provision Made at the School

Carisbrooke College welcomes all students in line with our admissions policy. For students without an Education, Health and Care Plan (EHCP), application is made through the standard local authority secondary admissions process. We use our best endeavours to make all required reasonable adjustments in partnership with families.

- EHCP Admissions: For students with an EHCP, parents/carers have the right to request a place at Carisbrooke College. The Local Authority consults with the HISP Multi Academy Trust and Governing Body before naming the school, ensuring provision can be met efficiently.
- Einstein Centre (Resourced Provision): Carisbrooke College hosts a Local Authority Resourced Provision - the Einstein Centre - specifically tailored for students with Autism Spectrum Condition (ASC). Access to the Einstein Centre provision is managed directly by the Isle of Wight Local Authority SEN Service.

## 4. How the School Identifies Students Requiring Extra Support

Early identification of special educational needs is vital. Carisbrooke College identifies student needs through multiple indicators:

- Referrals and Concerns: Concerns raised by parents/carers, subject teachers, primary transition records, or the student themselves regarding academic progress or inclusion.
- Baseline Assessment: Standardised screening on entry (e.g., NGRT, CAT4 cognitive tests) indicating gaps in fundamental skills.
- Data Tracking: Whole-school academic tracking via Arbor showing progress falling below expected rates despite differentiated classroom teaching.
- Classroom Observations: Classroom observations and specialist diagnostic screeners indicating specific learning, sensory, or SEMH challenges.

## 5. What Parents Should Do if They Think Their Child Has SEND

If parents or carers have concerns regarding their child's learning, progress, or well-being, they should initially contact their child's Form Tutor or Subject Teacher. Concerns will be triaged to the SENDCo:

- **SENDCo Contact:** Miss Zoe Divers | Email: zoe.divers@carisbrooke.iow.sch.uk | Tel: 01983 524651

Parents may also contact the SENDCo or Headteacher directly. Parental insights and aspirations are treated as a cornerstone of all SEND assessments and provision planning.

## 6. How the School Supports Students with SEND: Quality First Teaching and The Class Key

At Carisbrooke College, Quality First Teaching (QFT) is the bedrock of our inclusive framework. Every teacher is a teacher of SEND, responsible for adapting instruction to meet individual needs in every lesson.

### KEY RESOURCE: THE CLASS KEY IN QUALITY FIRST TEACHING

- The Class Key is a core, teacher-completed resource used by every subject teacher at Carisbrooke College to map out and implement targeted classroom strategies for every class they teach.
- Target Groups Supported: It explicitly details strategies and reasonable adjustments for students with Special Educational Needs and Disabilities (SEND), Disadvantaged / student Premium students, English as an Additional Language (EAL) learners, Looked-After Children (LAC) / Previously Looked-After Children (PLAC), and High-Attaining students requiring higher-level stretch and challenge.
- Teacher-Driven and Dynamic: Created at the start of the academic year and continually updated following assessment cycles, the Class Key sits alongside seating plans and lesson planning. It ensures that every teacher knows their students deeply and applies high-impact adaptive strategies consistently in every lesson.
- Inclusive Practice: The Class Key bridges universal Quality First Teaching and targeted SEN Support, guaranteeing that differentiation, scaffolding, and stretch are embedded as standard practice across all subjects

Quality First Teaching and the application of Class Keys are monitored through senior leadership classroom and classwork observations, learning walks, and student feedback.

Where a student requires support that is 'additional to or different from' universal classroom differentiation, the school initiates the statutory Graduated Response using the Assess–Plan–Do–Review cycle:

1. **Assess:** Data and observational evidence are collated by the teacher and SENDCo, incorporating parental and student input.
2. **Plan:** Targeted, evidence-based interventions are agreed, specifying expected outcomes and adaptive classroom strategies.
3. **Do:** The class teacher leads the delivery of interventions with advice from the SENDCo. High-need students (Levels 4 and 5) receive a bespoke student Learning Plan.

4. **Review:** Progress toward outcomes is formally reviewed termly with parents and the student. If progress remains insufficient, advice is sought from external specialist services.

**7. Student Involvement in Decisions Regarding Provision**

Student voice is central to our ethos. Students on Levels 4 and 5 of the Graduated Response co-create student-centred student Learning Profiles. These outline their strengths, individual challenges, preferred classroom strategies, and personal targets. Students participate directly in their termly review meetings.

**8. Matching the Curriculum and Learning Environment to Student Needs**

Teachers adapt learning using individual student achievement data, diagnostic profiles, and their Class Key. Adaptations include:

- **Adaptive Teaching Strategies:** Visual supports, dual coding, chunked task instructions, desk copies of key vocabulary, and assistive technology (e.g. read-aloud software, laptops).
- **Environmental Adjustments:** Adjustable furniture, quiet breakout spaces, sensory regulation tools, and specialist practical equipment in subjects like Science and Design Technology.
- **Adult Support:** Targeted deployment of Learning Support Assistants (LSAs) to facilitate independence rather than dependency.

**9. How Parents are Kept Informed of Progress**

Progress toward SEND outcomes is communicated termly through SEND support review meetings, formal Arbor academic reports, and Parents' Evenings. Parents are encouraged to request meetings with Form Tutors or the SENDCo whenever needed.

**10. Supporting Parents to Support Their Child's Learning**

The SEND team provides parents with practical home-learning strategies, recommended digital tools, and links to external support. Guidance is also available via the Isle of Wight Family Information Hub and SEND Local Offer.

**11. Evaluating the Effectiveness of SEND Provision**

The impact of SEND provision is evaluated using both qualitative data (parent/student voice surveys, review feedback) and quantitative data (Arbor progress tracking, standardised reading/spelling age gains, GCSE/vocational outcomes compared to national benchmarks). Reports are shared termly with the HISP MAT Board and Local Governing Body.

**12. Support for Overall student Well-Being**

Carisbrooke College provides extensive pastoral care, including a structured PSHE curriculum, trained Pastoral Support Officers, small-group SEMH interventions, and supervised quiet spaces during unstructured break and lunch times.

**13. Support for Students with Medical Needs**

Students with medical conditions receive detailed Individual Healthcare Plans (IHCPs) developed with parents, pastoral team and medical specialists. Designated staff undergo formal training for emergency medication (including EpiPens, asthma inhalers, and diabetes management) in full compliance with DfE statutory guidance.

**14. Specialist Services Available to the School**

Carisbrooke College accesses a wide range of external specialist services, including Isle of Wight Local Authority SEN Advisory Services, Speech and Language Therapy (SALT), Educational Psychology, Child and Adolescent Mental Health Services (CAMHS), Occupational Therapy, and Specialist Teacher Advisers.

**15. Staff Training and Professional Development for SEND**

All teaching staff undergo regular CPD on Quality First Teaching, adaptive strategies, and the completion and review of Class Keys. Support staff receive specialised training on specific needs (e.g. ASC, ADHD, speech and language delivery). The SEND Governor completes statutory governance training.

**16. Inclusion in Activities Outside the Classroom and School Trips**

All extra-curricular activities, educational visits, and residential trips are planned to be fully inclusive. Comprehensive risk assessments identify necessary reasonable adjustments and staffing ratios so that no student is excluded due to SEND.

**17. Accessibility of the School Environment**

Carisbrooke College is a modern, purpose-built facility featuring step-free access across all floors via lifts, accessible hygiene facilities, automatic doors, and individual Personal Emergency Evacuation Plans (PEEPs) for students with mobility or sensory needs.

**18. Supporting Transition Between Key Stages and Schools**

Smooth transitions are carefully managed:

- **Year 6 to Year 7 Transition:** Enhanced primary visits, summer transition days, and primary SENDCo handovers ensure detailed knowledge transfer.
- **Post-16 Transition:** From Year 9 onwards, EHCP reviews incorporate Preparation for Adulthood (PfA) outcomes. All students receive independent careers guidance regarding Post-16 college, apprenticeship, and vocational pathways.

**19. Allocation of Resources and SEN Funding**

SEND provision is funded through the Age Weighted student Unit (AWPU), the school's Notional SEN Budget, student Premium funds, and Local Authority High Needs Top-Up Funding for complex cases. Resources are allocated based on strategic provision mapping and evaluated impact.

**20. Decision-Making Regarding Support Levels**

Decisions regarding support for students on SEN Support are made collaboratively by the SENDCo, subject teachers, and parents during Graduated Response reviews. For EHCP holders, provision is determined during plan drafting and formal Annual Reviews.

**21. Parental Involvement in Planning and Education**

Parents are involved through termly Graduated Response reviews, annual EHCP reviews, Parents' Evenings, and direct communication with the SEND team.

**22. Key Contacts and Complaints Procedure**

If parents have concerns regarding SEND provision, they should contact the Form Tutor, SENDCo (Miss Zoe Divers), or Headteacher. Formal complaints follow the HISP Multi Academy Trust Complaints Policy. Parents may also access local mediation or the First-tier SEND Tribunal.

**23. Support Services for Parents and Carers**

- **Isle of Wight SENDIASS:** Isle of Wight SENDIASS | Web: www.iowsendiass.org.uk | Independent advice and advocacy.
- **Isle of Wight SEND Local Offer:** Isle of Wight Local Offer | Web: familyinfohub.iow.gov.uk | Comprehensive local SEN service directory.

**24. Linked Statutory Policies and Documents**

- **School Policies:** Carisbrooke College SEND Policy
- **Accessibility:** Carisbrooke College Accessibility Plan
- **Medical Needs:** Carisbrooke College Supporting Students with Medical Conditions Policy
- **Statutory Guidance:** DfE SEND Code of Practice 0 to 25 Years (2015) and Children and Families Act 2014