Special educational needs (SEN) information report

Carlton Hill Primary School

Fair means that everyone gets what they need,
not that everyone gets the same.

Approved by:	Full Governing Body	**Date:** 13.10.26
Last reviewed on:	September 26	
Next review due by:	September 27	

Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEN does the school provide for?

At Carlton Hill "fair means that everyone gets what they need, not that everyone gets the same" We work hard to ensure that each and every child has an equal chance to succeed and flourish. At the heart of this intent is the provision for children with SEND (Special Educational Needs and Disability). Provision for children with special educational needs is set out in the school SEND Policy which you can read on the school website.

There are different types of SEND that the school provides for. These are

- Communication and interaction needs
- Cognition and learning difficulties
- Social, emotional and mental health needs
- Sensory and physical needs

2. Which staff will support my child, and what training have they had?

Our Inclusion Co-ordinator (INCO)

Support for children with additional needs is managed by our INCo Ms Isabel Reid. She is an experienced, qualified teacher and has the National Award in Special Educational Needs Co-ordination. Isabel Reid works 3.5 days a week to manage SEND provision, Wednesday to Friday each week, and some Tuesdays.

Class Teachers

All of our teachers receive in-house SEND training, and are supported by the INCO to meet the needs of pupils who have SEND.

Teaching Assistants (TAs) and Individual Needs Assistants (INAs)

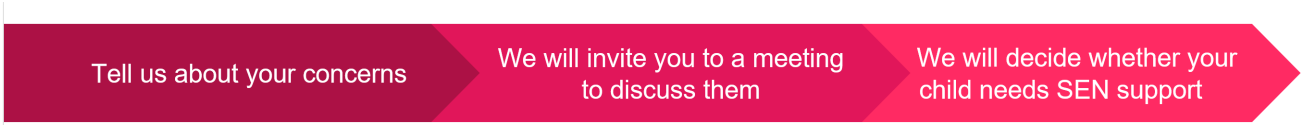
We have a team of TAs including two higher-level teaching assistants (HLTA) who are trained to deliver SEN provision. The training includes the delivery of specific interventions.

External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- BHISS - Brighton and Hove Inclusion Support Service
- Brighton Schools Mental Health Team
- Child and adolescent mental health services (CAMHS)
- Social services and other LA-provided support services
- Voluntary sector organisations

3. What should I do if I think my child has SEN?



If you think your child might have SEN, the first person you should tell is your child's teacher.

This can be done in person or by email via the school office admin@carltonhill.brighton-hove.sch.uk

They will pass the message on to our INCo, who will be in touch to discuss your concerns.

You can also contact the INCo directly isabelreid@carltonhill.brighton-hove.sch.uk

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEND register.

4. How will the school know if my child needs SEN support?

We know children need extra help because:

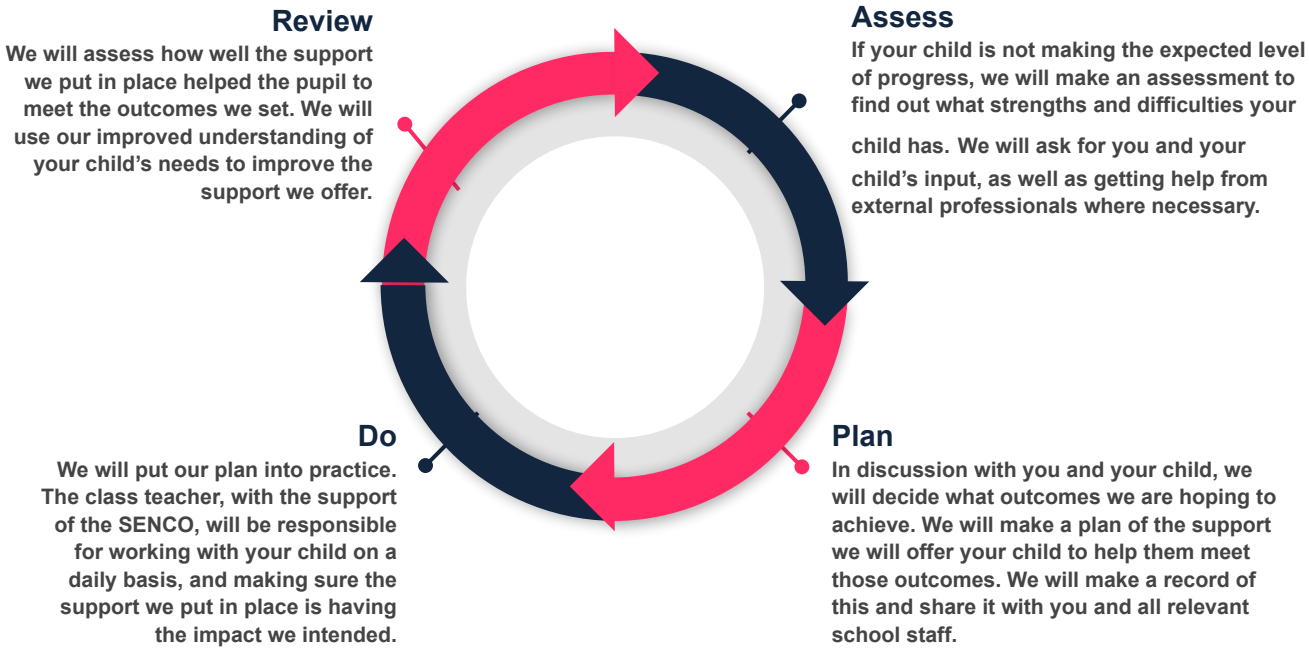
- they are not making academic progress, or they tell us or show us through their behaviour
- we have an open-door policy and welcome parents and carers to share their concerns
- we meet weekly as a staff team to discuss learning or well-being concerns about children

- we measure children's progress regularly to highlight and plan for children who are not making expected progress
- we use a range of assessments to look for reasons children are making slower progress and then plan appropriate support
- we have termly Pupil Progress and Inclusion Meetings during which the headteacher, class teacher and INCO discuss each child's progress and consider the additional support which may be needed

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve. If your child has significant additional needs and needs a range of interventions, we will write an Individual learning plan twice a year to set outcomes and review progress.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

We value working in partnership with parents and operate an 'open door' policy and welcome parents into school in many ways.

- as well as termly parents/carers evening, teachers are happy to meet parents/carers at the end of the day at their request and will also request meeting with parents/carers at other times when necessary
- meetings with the INCo and class teachers

- we run a parent workshop for parents and carers of children with autism or on the autism pathway
- annual review meetings for pupils with Education Health and Care (EHC) Plans.

7. How will my child be involved in decisions made about their education?

Your child will be supported to share their views and participate in decisions about their education and support. We will adapt how we involve them to their age, understanding, preferences and communication needs. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

8. How will the school adapt its teaching for my child?

Your child's teacher/s is/are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations may include:

- Adapting our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Using recommended aids, such as laptops, ear defenders, standing desks, coloured overlays, visual timetables, larger font, etc.
- Providing sensory and focus tools such as small fidgets or regulation toys, sensory cushions, weighted lap blankets etc.
- Teaching assistants supporting pupils 1-to-1 for parts of their day
- Teaching assistants supporting pupils in small groups
- Alternative spaces for learning
- Sensory & physical breaks
- Personalised visual timetables

We may also provide the following interventions:

- A small group daily intervention for children who struggle to access mainstream class learning
- Speech and language therapy programmes
- Personalised social stories to support understanding
- Personal workstations
- Marvelous minds groups to help understand and celebrate neurodiversity
- Nurture work with our Learning Mentor
- Typing club and handwriting programmes
- Maths tutoring

- Boosting Reading Potential (BRP) reading programmes and phonic booster groups
- Lego therapy
- Play therapy

These interventions are part of our contribution to Brighton and Hove's local offer.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after a specified number of weeks
- Using pupil questionnaires
- Monitoring by the INCO
- Using Individual Learning plans, pupil passports and provision maps to measure progress
- Holding an annual review (if they have an Education, Health Care (EHC) plan)

10. How will the school resources be secured for my child?

We allocate resources according to the need of each child following assessments, concerns raised and discussion with the class teacher at Pupil Progress Meetings.

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trips. We welcome parents and carers' involvement on trips and visits and this can be arranged with class teachers.

Where necessary, individual risk assessments are carried out and procedures are put in place to enable all children to participate. No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included, unless agreed with parent/carers that it is in the child's best interests not to take part. In these rare cases, alternative provision in school will be made to ensure the child does not miss out on the educational component of the trip.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

Our admissions arrangements are managed by Brighton and Hove who ensure that prospective pupils whose EHC plan names our school are admitted before any other places are allocated. Criteria to deal with oversubscription ensures there is no unfair disadvantaging of prospective pupils with a disability or special educational needs

13. How does the school support pupils with disabilities?

Every effort will be made to support pupils with disabilities. The school's accessibility plan outlines what can be done to ensure disabled pupils can participate in the curriculum and take better advantage of the education, benefits, facilities and services that the school provides.

14. How will the school support my child's mental health and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- a well-planned programme of PSHE (Personal, Social and Health Education) teaching that develops skills and understanding to promote mental health, emotional and social development and healthy, positive relationships.
- a Learning Mentor who works with small groups and 1:1 with children with specific needs.
- family support provided by our Learning Mentor and outside agencies
- nurture groups for pupils who need extra support with social or emotional development
- mindfulness activities incorporated in the daily class timetable
- Forest Club Group
- ½ day weekly support from a Mental Health practioneer from the Schools Mental Health Service who provide short term mental health support to pupils who have issues with sleep, anxiety and low mood.
- a consistent approach to dealing with bullying behaviour. For more information about how bullying is dealt with see our Relationship & Behaviour Handbook 2026 and our Relationships, Behaviour & Anti-Bullying Policy on the school website

15. What support will be available for my child as they transition between classes or settings?

Reception

The INCo and the Reception teacher begin liaising with local nurseries as soon as we have our new intake list so that we can identify and plan effectively for children with additional needs. The INCo will visit nurseries and meet with parents of children with SEND needs prior to any transition visits.

We offer two 'Getting ready for Reception mornings to the new pupils in July, allowing staff to meet the children and parents/carers before their start in September. For the children with EHC plans starting YR we offer additional visits to become familiar with the school environment. We provide transition booklets to introduce them to their new teachers and classrooms.

Between Years

All classes have transition mornings in July to meet their new teachers and spend time in their new classroom before moving up, this enables school staff to provide additional emotional support to children. Transition booklets are provided to support those children who struggle with change and transitions.

Between Schools

Each year we tailor the transition programme to meet the needs of the Y6 class. Planning for transition begins early in the year, ensuring those children who need it have a clear idea of the timeframe for visits to secondary schools etc. We use social story scripts and PSHE lessons covering all aspects of moving on. The pupils with EHC plans receive enhanced transition work with support staff in Y6. For a few key pupils we have been able to arrange additional visits to their new schools, as well as the main Y7 transition days.

The SENCO of the secondary schools will usually meet with our INCo. They will discuss the needs of all the children who are receiving SEN support.

16. What support is in place for looked-after and previously looked-after children with SEN?

Our INCo, Ms Reid is our designated teacher for looked-after children and previously looked-after children.

It is her responsibility to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

It is in everyone's interest that concerns and complaints are resolved as quickly as possible. This maybe done initially with the class teacher or if this does not resolve it, the INCo or headteacher. You will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice.

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: https://www.gov.uk/complain-about-school/disability-discrimination

18. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at the community pages on our school website, and your local authority's, (Brighton and Hove), local offer which is published on their website: https://www.brighton-hove.gov.uk/adult-social-care-hub/health-and-adult-social-care-directory/brighton-hove-city-council-brighton-hoves-local-offer

Our local special educational needs and disabilities information advice and support services (SENDIASS) organizations are: https://amazesussex.org.uk/

National charities that offer information and support to families of children with SEND are:

- IPSEA
- SEND family support
- NSPCC
- Family Action
- Special Needs Jungle

19. More Information

For more information, please refer to the following documents which are available in the SEND area on the school website:

- SEND Policy
- Relationships, Behaviour & Anti-Bullying policy
- Our Local Offer
- Safeguarding Policy
- Teaching and Learning Policy

Or you may contact the INCo for more information or to discuss a concern
isabelreid@carltonhill.brighton-hove.sch.uk

Or the SEND Governor Christinemcneill@carltonhill.brighton-hove.sch.uk

20. Glossary

- Access arrangements – special arrangements to allow pupils with SEND to access assessments or exams
- Annual review – an annual meeting to review the provision in a pupil's EHC plan
- Area of need – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- BHISS - Brighton and Hove Inclusion Support Service
- CAMHS – child and adolescent mental health services
- Differentiation – when teachers adapt how they teach in response to a pupil's needs
- EHC needs assessment – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- EHCP– an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- First-tier tribunal/SEND tribunal – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- Graduated approach – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- IEP – individual learning plan- a personalized plan of support with targets set and desired outcomes recorded. This is used to support the planning for the child's learning.
- INCo -Inclusion Co-Ordinator - a role that includes the role of SENCO. In addition, the INCo is responsible for ensuring that everyone gets what they need to succeed, through monitoring of relationships, behaviour and PSHE learning across the school
- Intervention – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- Local offer – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- Outcome – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- Pupil passport- a one-page profile, co-produced by children, staff families to identify their strengths, interests, challenges and strategies to support regulations.
- Reasonable adjustments – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- SENCO – the special educational needs coordinator
- SEN – special educational needs
- SEND – special educational needs and disabilities
- SEND Code of Practice – the statutory guidance that schools must follow to support children with SEND
- SEN information report – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- SEN support – special educational provision which meets the needs of pupils with SEN
- Transition – when a pupil moves between years, phases, schools or institutions or life stages