

Special educational needs (SEN) information report

Carterton Community College



Approved by: Mr Maudsley **Date:** March 2026

Last reviewed on: Autumn 2025

Next review due by: Autumn 2026

Contents

Contents	
1. What types of SEN does the school provide for?.....	
2. Which staff will support my child, and what training have they had?	
3. What should I do if I think my child has SEN?.....	
4. How will the school know if my child needs SEN support?	
5. How will the school measure my child's progress?	
6. How will I be involved in decisions made about my child's education?.....	
7. How will my child be involved in decisions made about their education?	
8. How will the school adapt its teaching for my child?	
9. How will the school evaluate whether the support in place is helping my child?	
10. How will the school resources be secured for my child?.....	
11. How will the school make sure my child is included in activities alongside pupils who don't have SEN?	
12. How does the school make sure the admissions process is fair for pupils with SEN or a disability? ...	
13. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?.....	
14. What support is in place for looked-after and previously looked-after children with SEN?.....	
15. What should I do if I have a complaint about my child's SEN support?	
16. What support is available for me and my family?.....	
17. Glossary.....	

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 special educational needs support works in our school.

<https://www.cartertoncc.oxon.sch.uk/information/send-information>

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?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder (ASD)
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

2. Our special educational needs co-ordinator, or SENCO



The SENDco at Carterton Community College is Hannah Owen (howen@carterton.oxon.sch.uk) currently studying for an NPQ for SENDCO, a qualified teacher of English for over 18 years and the SEND team can be reached at send@carterton.oxon.sch.uk

Subject teachers

Professional growth and development are key to providing high-quality education and support to our SEND students. We encourage all staff to engage in continuous professional development (CPD) through various opportunities:

In-House Training Sessions: Regular CPD meetings are conducted in-house, focusing on specific high needs students at Carterton Community College.

External Conferences and Seminars: Staff are encouraged to attend external conferences and seminars related to SEND. Participation in these events allows staff to gain insights from experts in the field and network with other professionals.

Resources and Reading Materials to support ongoing learning and application of SEND strategies, we provide a variety of resources and reading materials:

Online Resource Hub: We maintain an online hub where staff can access a curated collection of instructional videos, and toolkits related to SEND. This hub is regularly updated to ensure the latest information is available.

Teaching assistants (TAs)

We have a team of 10 Tas.

We have teaching assistants who are trained to deliver interventions such as emotional support, handwriting, literacy and maths interventions.

External agencies and experts

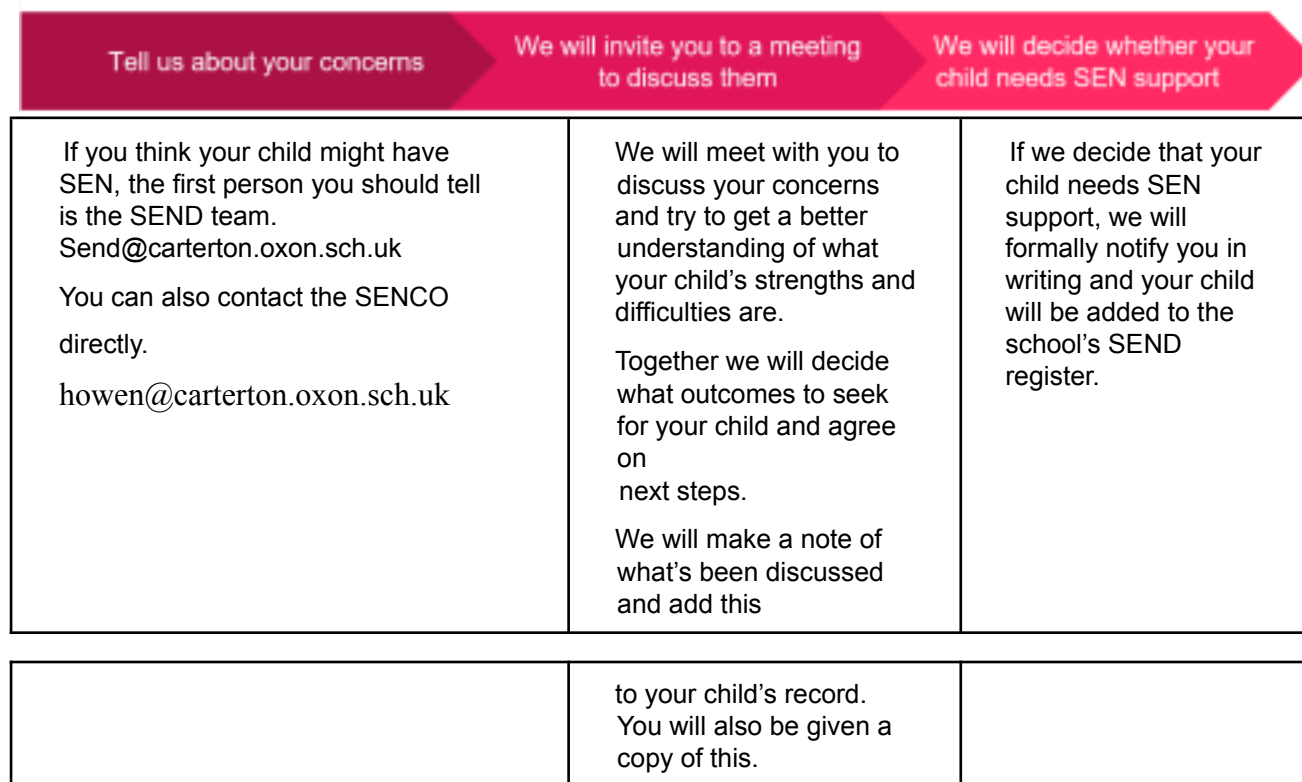
Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other local authority (LA)-provided support services
- Purple Advisory
- Voluntary sector organisations

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

Early Identification Procedures

Early identification of Special Educational Needs and Disabilities (SEND) is crucial in providing timely and effective support to students. At Carterton Community College, we follow a structured approach to ensure that students who may have SEND are identified as early as possible.



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

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially. This might include reading, writing, number work, social skills.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra tuition to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

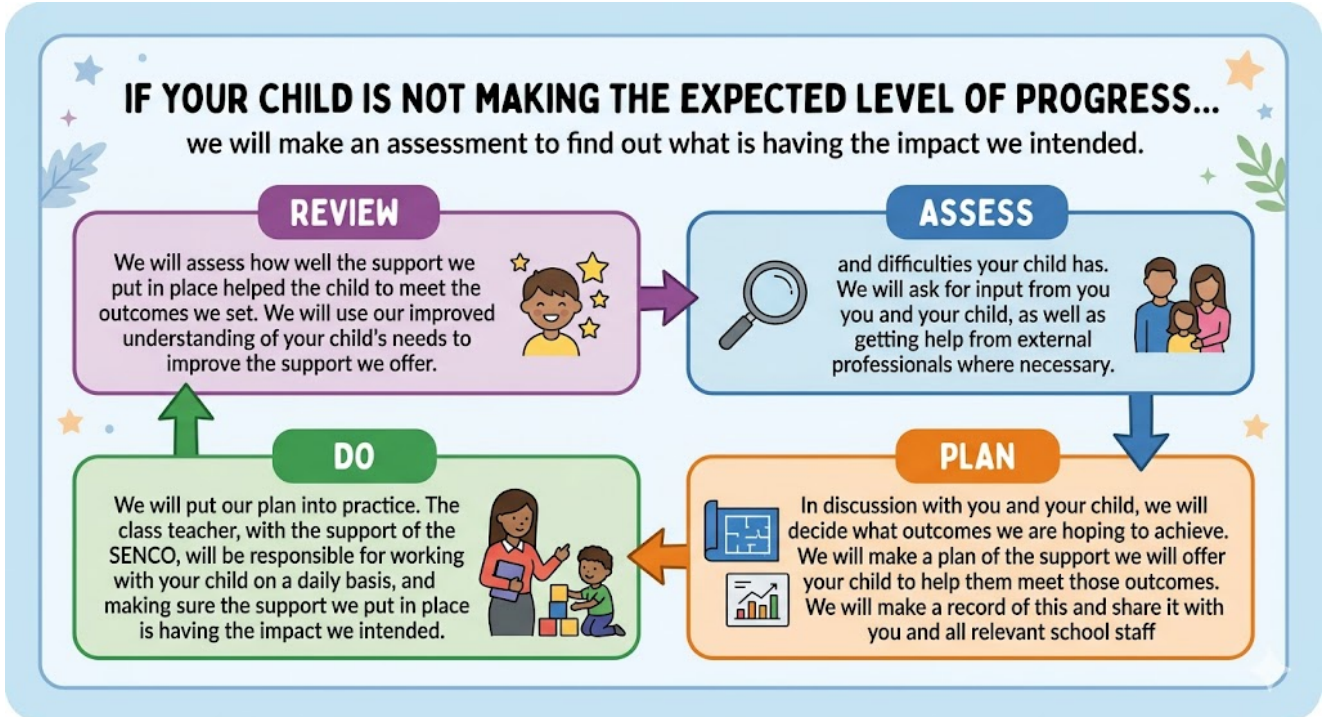
Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the school's SEND register, and the SENCO will work with you to create a SEN support plan for them.

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.

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 will provide termly/annual reports on your child's progress.

Your child's class/form teacher will meet you when requested and you can meet to explore:

Your child's progress

Outcomes

Discuss the support we will put in place to help your child make that progress

Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher. Should you need to meet a subject teacher, Head of Faculty, tutor, Head of House then you can email office@carterton.oxon.sch.uk or use the contact form on the website.

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

The level of involvement will depend on your child's age and level of competence. We recognise that no 2 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 is 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 '1 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 include:

- Differentiating 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.

- Adapting our resources and staffing

- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

- Teaching assistants will support pupils on a 1-to-1 basis when staffing is available and an EHCP is in place

Teaching assistants will support pupils in small groups when staffing allows and an EHCP requests this We may also provide the following interventions:

AREA OF NEED	CONDITION	EXAMPLES HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder (ASD)	Visual timetables
	Speech and language difficulties	Speech and language therapy
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope
	Moderate learning difficulties	Show me boards Chrome books
	Severe learning difficulties	Learning zone
	ADHD, ADD	Quiet workstation
Social, emotional and mental health	Adverse childhood experiences and/or mental health issues	Nurture groups
Sensory and/or physical	Hearing impairment	Seating plans
	Visual impairment	Making adjustments to lighting
	Multi-sensory impairment	Reasonable adjustments to uniform
	Physical impairment	Lift

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

- Using pupil questionnaires

- Monitoring by the SENCO

- Using provision maps to measure progress

- Holding an annual review (if they have an education, health and care (EHC) plan)

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

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.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

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

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.

All pupils are encouraged to take part in [sports day/school plays/special workshops/games club

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 they can be included.

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

Ensuring the emotional wellbeing of both students and staff is a priority within our school community. To support this, we have established a comprehensive structure aimed at fostering a positive and supportive environment:

Mental Health Lead: We have a designated Mental Health lead who is responsible for overseeing the emotional wellbeing of students and staff. They provide guidance, resources, and support to address any wellbeing concerns.

Safe Spaces: We have created safe spaces within the Carterton Community College where students can go if they are feeling overwhelmed or need a quiet place to regroup. Staff are trained to recognize signs of distress and guide students to these safe spaces.

Open Door Policy: Our open door policy ensures that staff and students can approach designated members of the SLT with any concerns related to emotional wellbeing. This encourages a culture of openness and support.

13. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

Transitioning into secondary school can be a challenging time for all students, especially for those with Special Educational Needs and Disabilities (SEND). A smooth transition is essential to help students adapt to their new environment, build confidence, and continue their learning journey successfully. This section outlines the key strategies and practices to support students with SEND during their transition into secondary school.

- Identify students with SEND who will be transitioning into the school as early as possible.
- Establish communication with primary schools, and relevant external agencies to gather comprehensive information about each student's needs, strengths, and support strategies.
- Organise transition meetings with primary school staff, students, and the SENCO to discuss individual needs and support plans.
- Arrange visits for students with SEND to tour the secondary school, meet key staff, and experience the school environment.
- Provide additional familiarisation sessions for students who may need more time to adjust.
- Provide

training for secondary school staff on the specific needs of incoming students with SEND. • Encourage primary school staff to share successful strategies and interventions that have worked for each student. • Review and update the personalised Pupil profiles after the first term to reflect the student's current needs and progress.

By implementing these strategies, Carterton Community College aims to ensure a smooth and successful transition for students with SEND into secondary Education, fostering a positive start to their secondary education and promoting long-term success and well-being.

Between Phases

The SENCO of the primary school meets with our SENCO to discuss the needs of the incoming pupils near the end of the summer term.

We arrange meetings with the parents/carers of incoming pupils to discuss how we can best welcome their child into our community.

We set up new pupils with a buddy from the year above to help them get settled in and make friends. **Moving to adulthood**

We provide all our pupils with appropriate advice on paths into work or further education.

We work with the pupil to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society.

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

Ms M Carter will work with Hannah Owen our SENCO, 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 SEN. 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.

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

Complaints about SEN provision in our school should be made to the relevant staff member in the first instance. They will then be referred to the school's complaints policy or you will be able to discuss the complaint with the Deputy Mr J Winter or the Headteacher Mr Maudsley.

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 [SEND Code of Practice](#).

If you feel that our school has discriminated against your child because of their SEN, 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>

You can make a claim about alleged discrimination regarding:

Admission

Exclusion

Provision of education and associated services

Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

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

If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family. Please contact Mandy Carter, Hannah Owen or the SEND team for advice on local charities and support in your area.

National charities that offer information and support to families of children with SEN

are:

[IPSEA](#)

[SEND family support](#)

[NSPCC](#)

[Family Action](#)

[Special Needs Jungle](#)

17. Glossary

Access arrangements – special arrangements to allow pupils with SEN 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 SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs

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

EHC plan – an education, health and care (EHC) 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 SEN

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

Intervention – a short-term, targeted approach to teaching a pupil with a specific outcome in mind

Local offer – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area

Outcome – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment

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 co-ordinator

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 that meets the needs of pupils with SEN

Transition – when a pupil moves between years, phases, schools or institutions or life stages