



Calder Learning Trust

SEND Information Report

The Calder Learning Trust is an inclusive through-school which values the abilities and achievements of all our students. We have high aspirations for all our young people including those with Special Educational Needs or Disability (SEND). Our aim is to support all our students to maximise their progress, become confident individuals and to make a successful transition into adulthood.

Please refer to the [SEND Policy on our school website](#), which provides additional detail.

The following details Calder Learning Trust's Individual SEND Information Report (as required in Schedule 1 of Regulation 51) and should be read in conjunction with the Core Offer found set out in Calderdale's Local Offer www.calderdale.gov.uk/localoffer which details the provision available in all Calderdale schools and academies.

Contact Details	
Head of Trust Head of Primary Phase Head of Secondary Phase	Mr A Guise Mrs Lambert Mr Taylor
Telephone – School Office	01422 883213
Address	Brier Hey Lane Mytholmroyd West Yorkshire HX7 5QN
email – School Office	Primary: primary@calderlearningtrust.com Secondary: admin@calderlearningtrust.com / parentenquiry@calderlearningtrust.com

Age Range	4-16
Funding	Co-operative Trust within Calderdale LA
Special Educational Needs Co-ordinator (SENCo)	Miss A Gregory
email - SENCo	SEND@calderlearningtrust.com
SEN Governor	Mrs Geraldine Wrathall

Polices for Identification and Assessment of Students with SEN

Early identification of any special educational need is essential so that intervention and support can be put in place as soon as possible.

Transition to primary school

- Identification and assessment of pupils with SEND begins through liaison with EYFS settings, Portage and Calderdale SEN Officers. Our EYFS teacher meets with the EYFS key worker in the first instance and refers any pupils to our SENCo.
- Our SENCo attends SEND EHC Plan Meetings regarding any pupils identified with SEND. Meetings and visits between our staff and EYFS colleagues take place as appropriate to the need of the individual pupil.
- Pupils with SEND are supported in their transition as is appropriate to their individual needs. This can include additional transition sessions, additional time meeting their teacher and key staff, a personalised photo book and additional resources to support with preparing for school.
- Parents are encouraged to come and discuss their child's specific learning needs with the SENCo and class teacher prior to the beginning of Reception.
- There is the opportunity for a parents' evening meeting in the first half term for all Reception pupils.

Transition from primary school

- Identification and assessment of students with SEND begins through liaison with our primary school partners, usually during Year 5 or Year 6. Our SENCo attends SEND EHC Plan Meetings regarding any Year 5 and Year 6 students identified with SEND. Meetings and visits between our staff and primary school colleagues take place as appropriate to the need of the individual student. Identified students are invited to join our *Year 6 into 7 Transition Group* which visits Calder High for extended visitation in the second half of the summer term, prior to transition to secondary school in September.
- Students requiring extra support are also identified through the e-transition process, insights gained by our SENCo from meetings with parents or from other agencies working with the student.
- Parents of children who have an EHCP are encouraged to come and discuss their child's specific learning needs with the SENCo prior to the beginning of Year 7. There are also numerous additional opportunities for parents to visit us: at Open Evenings, Year 7 Tutor Evening, Parents' Evening as well as the termly SEND drop-in for parents.

Using evidence to make a difference to our students

- Concerns about a student's progress may be identified by a Class Teacher in Calder Primary, or if the CYP is in the secondary school, this may come via the Form Tutor, a subject teacher, Pupil Intervention Panel (PIP), or through our systems which track student progress. When concerns are highlighted, further information will be gathered. This may be through observation of the student at work, gathering

information from a range of teachers or may involve using a specialist screening test to pinpoint what is causing the difficulty.

- If a parent is concerned about whether their child has a Special Educational Need this will be discussed with all parties before an action is agreed.
- The agreed action may involve a referral to a specialist external agency with which school works.

Student Progress

We constantly assess and review all students' progress, so that students stay on track to make at least good progress. This process involves both students and their parents.

- Assessment and Review of progress is undertaken by the Pastoral and Curriculum tracking and monitoring systems. IDLP / PLP targets are reviewed and updated collaboratively in the first instance, and where appropriate, are reviewed by the SENCo. This includes Wave 2 provision and EHC Plans.
- Access arrangements are determined by initial testing. Application is made to the examination board. This is linked to a history of need or concerns raised by staff.
- For students with EHC Plans an Annual Review takes place where outcomes are reviewed.

Parent Partnership

Parents at the Calder Learning Trust are involved in the SEND identification and assessment process in a number of ways:

- A parent can contact the relevant class teacher (Primary Phase) or Form Tutor or Head of Year (Secondary Phase) to express a concern.
- Parents' evenings and Open evenings are an opportunity for parents to discuss any SEND concerns with staff members. The SEND team also offers a termly drop-in session for parents.
- Consultation and advice from external agencies is often sought to explore a specific need and to ask for recommendations on how to support the need. Parents are fully involved with this process and sign the appropriate forms when a referral is made.
- All parties work collaboratively when support is offered from wider agencies such as The Open Minds Partnership or Children's Therapy Team.
- For students identified at SEN Support, the SENCo and other key staff, meet with parents and students, monitor progress, record their views and next steps are discussed.
- An annual questionnaire is issued to parents and students who are identified as a student of SEND.
- Parents are encouraged and invited to share any information and resources they have with staff that will help support their child and help them make progress.
- Homework is used to extend and embed learning. Parents may be contacted personally to help to support a particular approach focussing on a specific need.
- Parents are asked to make their views known through contacting primary@calderlearningtrust.com, parentenquiry@calderlearningtrust.com or SEND@calderlearningtrust.com
- We follow Local Authority protocols for EHC Plans.

Below are frequently asked questions that parents/carers may ask about provision for CYP who have special educational needs. The information aims to be clear and easy to understand however if you prefer to talk to a member of staff, please use the phone number and/or the email addresses above to contact school.

<p>How will the Calder Learning Trust support my child?</p>	<ul style="list-style-type: none"> • At the Calder Learning Trust we recognise that each student has individual strengths and needs; we identify how these might impact on their learning and make necessary adjustments in the classroom to remove any barriers to learning. • We strive to maintain a personalised approach to learning to help every student reach their potential through Quality First Teaching. • All teachers and Learning Support staff are trained to make learning more accessible or more challenging through Quality First Teaching so that every child is able to learn at their level and make progress. • We provide effective support in the classroom and high quality interventions managed by well-trained specialist Pastoral and Learning Support staff. • Access arrangements are determined by initial testing. Application is made to the examination board. This is linked to a history of need. • Intervention programmes are designed to accelerate progress and ultimately strengthen independence and resilience in students.
<p>How do we involve parents, children and young people</p>	<ul style="list-style-type: none"> • The student's voice is central and their opinion is always taken into account. • Parent's views are essential in ensuring effective and appropriate support is provided in school for their child. Parents are encouraged to visit school to discuss their child's individual needs. • Extra transition visits are available to any students with SEND and particularly anxious or vulnerable students whilst in Early Years, Year 5 and 6 • Parents are always contacted before interventions are put into place. • A termly drop-in for parents enables parents to discuss any questions as they arise. • A CYP with an EHC Plan is allocated a Keyworker who liaises with parents regularly, providing a central point of contact between home and school. • The Class teacher (Primary Phase), in collaboration with the SENCo, update and review IDPL's by consulting with parents to ensure students are supported in making progress. • Learning Support staff (Secondary Phase) support the SENCo in writing and updating the student's PLP, consulting with parents, to ensure the best strategies are in place to support the student's learning. • For a CYP progressing into further education: on leaving Calder High School we provide an individual transition programme specific to the needs of the student to prepare for 'next steps' in learning, training or employment.
<p>How do we help a child with physical needs?</p>	<p>Not all CYP with physical disabilities have a Special Educational Need. Teachers take action however, to ensure students with disabilities are able to participate as fully and effectively as possible in the National Curriculum and statutory assessment arrangements. Potential areas of difficulty are identified and addressed in advance with adjustments made where appropriate.</p> <p>Teachers:</p>

	<ul style="list-style-type: none"> • plan to allow sufficient time for a CYP with a disability to complete a task; • plan to provide opportunities for the development of skills in practical aspects of the curriculum; • identify aspects of programmes of study and attainment targets that may present specific difficulties for individuals and put necessary adjustments in place.
<p>How do we help a child with speech and language needs?</p>	<ul style="list-style-type: none"> • In the classroom necessary adjustments are made to provide appropriate differentiation; • Where appropriate we provide one-to-one or group work to focus on reducing the student's difficulties using the Social Use of Language Programme (SULP). This is delivered by trained members of the Learning Support Team. • We consult with Speech and Language Therapists who provides us with resources and works with the students when necessary.
<p>How do we help a child with sensory impairment?</p>	<ul style="list-style-type: none"> • Necessary adjustments are made in the classroom in order to allow students to access the learning. • Regular communication takes place with the Hearing Impaired Service and visits occur for students with hearing aids. • CYP who are visually impaired are visited by the VI Service and we regularly communicate with VI Specialists to ensure high quality support priorities' are maintained • A designated Zen zone / quiet area /calm room is available during social time to support CYP who have sensory processing difficulties.
<p>How do we help a child who has social and emotional difficulties?</p>	<ul style="list-style-type: none"> • Teaching staff are provided with strategies via the IDPL / PLP to allow them to accommodate a student's difficulties in the classroom. • Some children with SEMH needs will be supported via the pastoral / safeguarding team before being added to the SEN list. • Learning Support and Pastoral staff run a variety of group and 1:1 sessions • Specialist Learning Support Assistants with responsibility for ASD deliver Social Use of Language Programme (SULP) for students with a diagnosis of ASD, or any student likely to benefit from such a programme. • All teaching staff and Learning Support staff, including those who have recently joined the school, have training that enables them to appropriately meet students' needs relating to social and emotional difficulties. • There is a range of curricular provision available to students to develop social skills and manage personal relationships, for example through social stories and Friendship Terrace in the Primary Phase, the Calder Edge programme in the secondary phase and the SMSC curriculum throughout school. • Access Arrangements for exams can be put in place for identified students with social and communication difficulties, in line with JCQ guidelines. • We work closely with the ASD Service to recommend strategies, offer advice and to work with parents and school.
<p>How do we help a child with behavioural difficulties?</p>	<ul style="list-style-type: none"> • Teachers consistently apply school systems so that all students are aware of our rules and code of conduct. • Additional transition visits take place for students in EYFS or Key Stage 2 with behavioural difficulties to reduce anxieties around the change of environment and help develop skills to support a successful transition.

	<ul style="list-style-type: none"> • We help students to manage their behaviour, take part in learning activities and monitor their progress according to school's behaviour policy • Reasonable adjustments are applied for students who require support in managing their behaviour at school.
<p>How do we help a child who needs support with literacy?</p>	<p>Once a need has been identified appropriate intervention is put in place, depending on student requirement as follows:</p> <p><i>In the Primary Phase:</i></p> <ul style="list-style-type: none"> • In class support • Small Group Reading Intervention • Phonics support • One-to-one reading • NESSY Reading Programme • Additional resources for example word cards, reading rulers, laptops • SATs support including access arrangements <p><i>In the Secondary Phase:</i></p> <ul style="list-style-type: none"> • In class support; • 1- 1 reading support; • Lexia • Reading for comprehension in small groups; • 1-1 writing support; • Homework Club; • Provision of laptops and other additional resources; • GCSE support, including testing for Access Arrangements.
<p>How do we help a child who needs support with numeracy?</p>	<p>Once a need has been identified we provide appropriate intervention depending on student requirement as follows:</p> <p><i>In the Primary Phase:</i></p> <ul style="list-style-type: none"> • In class support • Maths 1:1 Intervention using Plus 1 and Power of 2 • Small group intervention • Additional resources for example key word cards, concrete materials • SATs support including access arrangements <p><i>In the Secondary Phase:</i></p> <ul style="list-style-type: none"> • In class support; • Maths 1-1 intervention; • Maths Ninja • Small group intervention; • Homework Club; • GCSE support, including testing for Access Arrangements.
<p>How do we support a child who has medical needs?</p>	<p>All students with medical needs have an Individual Health Care plan which is completed by parents and kept in a secure file.</p> <ul style="list-style-type: none"> • Relevant teaching staff are made aware of a student's medical needs and appropriate allowances are made on an individual basis. • Early lunch club is available for children based on their need • Time out cards are provided • Access to medical support and supervision at specific times for medication

<p>How do we help a child who has English as an Additional Language (EAL)?</p>	<ul style="list-style-type: none"> • Explicit teaching of strategies for developing skills relevant to learning of spelling, punctuation and grammar; • Explicit teaching of strategies for developing skills in academic writing; • Explicit teaching of strategies to improve skills in spoken English; • Access to interpreter/translator (if available).
<p>How do we support a child with complex and multiple needs?</p>	<ul style="list-style-type: none"> • Each student will have a detailed IDLP / PLP written in consultation with parents and the student which allows us to share effective strategies for support; • The curriculum can be differentiated to meet the needs of some students with complex and multiple needs. • Support and advice from relevant external agencies takes place to help students to make progress. • One-to-one keyworker support.
<p>How will we meet a child's personal care needs?</p>	<ul style="list-style-type: none"> • Individual Health Care Plans; • Time out cards and / or toilet passes can be issued where a student may need to leave lessons.
<p>How will we include children in activities outside the classroom including school trips?</p>	<ul style="list-style-type: none"> • All students in school, including those with SEND have full access to activities, during and after school. Support may need to be put in place in order to enable access to these activities. • Regular educational and residential visits take place within Calder Learning Trust. Students with SEND are included in these activities. Additional adult support is provided or we consider other methods as far as possible to support full involvement.
<p>How do we prepare and support a child/young person for transition?</p>	<ul style="list-style-type: none"> • Our SENCo / Headteacher for the Primary Phase will meet with parents/carers and external agencies to support the transition of children identified as having a SEND before they transition into Calder Primary • Our SENCo attends EHCP Annual Review meetings regarding any Year 5 and Year 6 students identified with SEND who intend to transition into Calder High School. • Meetings and visits between our staff and primary school colleagues take place as appropriate to the need of the individual student. • Identified students are invited to join our <i>Year 6 into 7 Transition</i> group which visits Calder High in the second half of the summer term, prior to transition in September. • Students requiring extra support are also identified through the e-transition process, insights gained by our SENCo from meetings with parents or from other agencies working with the child. • Parents are encouraged to come and discuss their child's specific learning needs with the SENCo prior to the beginning of Year 7 or at the Tutor review evening in September. • Parents of Year 5 and 6 students can attend our termly Secondary SEND drop-in. • Transition Day with TA support at the start of Year 7 including keyworker support for identified students.
<p>How will we develop social skills throughout</p>	<p>Primary pupils are supported at break times by their teacher or support staff including supporting playing games, turn taking, problem solving, sharing.</p>

<p>the school day, especially break times?</p>	<p>Primary playgrounds have quieter spaces and activities for pupils, and children can bring out calmer games or reading books. There are quieter spaces in school for example the library and there are a variety of different after-school clubs to develop interaction with children from different classes too.</p> <p>In the Secondary Phase there are a choice of venues to support CYP at break time and lunch time:</p> <ul style="list-style-type: none"> • The Calm Room- a quiet space for students who find social time overwhelming; • The Family Lunch table- Lunch club in the diner; • Year group allocated outside space and indoor space in the event of bad weather which is supported by members of staff; • After school clubs provide a range of various activities • Sports clubs after school.
<p>How do we allocate resources?</p>	<ul style="list-style-type: none"> • The school allocates resources according to student need. • The Learning Support team has recently been expanded and strengthened in terms of depth and range of expertise.
<p>How do we ensure all staff are well trained?</p>	<ul style="list-style-type: none"> • Training strategies are in place to ensure training opportunities are available for all members of staff including staff who are new to the Trust. This is regularly monitored and updated. • Many Teaching Assistant has an area of specialism within SEND and they receive training to provide skill development.
<p>How do we raise awareness of special educational needs for parents and the wider community?</p>	<ul style="list-style-type: none"> • Parents are signposted to the school website which includes a range of relevant information including: SEN Policy and related documents; • The termly drop-in for parents of children with Special Educational Needs is advertised in the school newsletter and parents are invited via letters home; • The primary and secondary PTAs– encourage parents to engage with the school and provides a variety of opportunities to parents throughout the year to encourage parents to make links with the school.
<p>Which specialist services do we access beyond the school?</p>	<ul style="list-style-type: none"> • Unique ways • ASD Service (Autistic Spectrum Disorder) • Educational Psychology Team • Hearing Impaired Service • Visually Impaired Service • Speech and Language Therapy • Open Minds Partnership • Virtual Schools • Occupational Therapy • Youth Offending Team • Youth Workers • Young Carers • School Nurse • Family Support • Family Intervention • Branching Out • Identity • Sexual Health

	<ul style="list-style-type: none"> • Well Being Counsellor • Childrens Social Care Services • Staying Safe (Womens Centre)
<p>How do we evaluate and review the support provided?</p>	<p>As an inclusive Trust we assess all students' progress towards the outcomes we have targeted. We review this progress, so that the CYP stay on track to make at least good progress. This process involves both students and their parents.</p> <ul style="list-style-type: none"> • Assessment and Review of progress is undertaken by means of the Pastoral and Curriculum tracking and monitoring systems. IDLP / PLP targets and reviews are updated collaboratively and are reviewed by the SENCo. This includes Wave 2 provision and EHC Plans. • The progress of students with Speech, Language and Communication Needs is assessed and reviewed regularly throughout the year. • A cycle of consultation meetings, target setting and reviews takes place for some students with the Educational Psychologist. • For students with an EHC Plan an annual review is arranged as per the Code of Practice.
<p>How do we deal with complaints regarding our provision for children and young people with SEN?</p>	<p>If there is a query or concern it is in everyone's interests for it to be resolved as quickly and positively as possible.</p> <p>Initial Concern - Stage 1: The first point of contact is for the child within: Calder Primary is the class teacher and for a child within Calder High is the Form Tutor or Head of Year . A concern may relate to a student's lack of progress in a subject area or to concerns about a student's emotional wellbeing. If the matter remains unresolved:</p> <p>Stage 2: The concern may be referred to the SEND administrator as appropriate If the matter remains unresolved:</p> <p>Stage 3: The matter may be referred to the SENCo. If the matter remains unresolved:</p> <p>Stage 4: Further concerns should be referred to the Headteachers.</p> <p>Stage 5: If the matter is still not resolved the complaint must be placed in writing to the Chair of Governors at Calder High School in line with the school's Complaints Policy which is on the school website. The Governing Body deals with the complaint and makes a judgement.</p> <p>If the concern is with the Local Authority, the point of contact is The Calder Learning Trust's SEND Officer. The Local Authority has a panel of senior managers who consider unresolved issues. They may offer the involvement of an independent mediator.</p>
<p>Further support for Parents</p>	<p>SENDIASS provides impartial, confidential and accessible information, advice and support for parents of children and young people with Special Educational Needs or Disabilities about education, health and social care. Contact: 01422 266141</p> <p>Calderdale Parents and Carers (CPC) – Meeting other parents with a disabled child can be a huge source of support for families. Many families find it helpful to</p>

meet or chat with other families who are in a similar situation to them. Contact:
01422 343030
For full details of the entire support provided for parents please follow the link to
Calderdale's Local Offer: www.calderdale.gov.uk/localoffer

Below is a link to Calderdale's Local Offer where further information can be found:
www.calderdale.gov.uk/localoffer

* The term 'parent' is inclusive of parents, carers, family members and others who are important to the learning experiences and well-being of our students

SEND Summary 2022-23 - (MARCH 2023)

SEND List Overview		TCLT (1378 CP = 83 / CH = 1271) v Nat Av ¹
Number of students on SEN list	292 CP 13 CH 279	CP 15.6% CH 21.9%
Number of students listed as K	253 CP 8 CH 245	CP 9.6% v 13% CH 19.3% v 11.9.%
Number of students listed as E	39 CP 5 CH 34	CP 6% v 2.3% CH 2.7% v 2.2%

SEND List from Code of Practice (primary need)		
	K	E
Communication and Interaction (CI)	42	16
Cognition and Learning (CL)	155	10
Social, Emotional and Mental Health (SEMH)	48	10
Physical and/or Sensory (PS)	8	3
Other (Medical)	0	0

	R	1	2	3	4	5	6	7	8	9	10	11	Total
CI	3 (2)	0	0	1	0	0	2	6 (4)	10 (4)	15 (2)	12 (1)	9 (2)	58
CL	0	0	1	1	1	1	1	38 (1)	26 (3)	31 (3)	27 (2)	38	165
SEMH	0	0	0	0	0	0	1	11 (1)	8 (2)	10 (2)	12 (1)	16 (4)	58
PS	0	0	0	0	0	0	1	2	0	3 (1)	4 (1)	1	11
Other	0	0	0	0	0	0	0	0	0	0	0	0	0
Total K	1	0	0	1	1	1	4	51	35	51	50	58	253
Total E	2	0	1	1	0	0	1	6	9	8	5	6	39
Overall	3	0	1	2	1	1	5	57	44	59	55	64	292

Primary Need Breakdown	K	E	Total
ADHD	7	2	9
ASD	20	14	34
ADHD with ASD	0	2	2
Hearing Impaired	7	3	10
Moderate Learning Difficulty	35	2	37
Other Difficulty	2	0	2
SEMH (not ADHD)	37	8	45
Specific Learning Difficulty	116	6	122
Speech, Language and Communication Need (not ASD)	23	0	23
Visually Impaired	0	0	0
Down Syndrome	0	2	2
Unclassified – e.g. awaiting diagnoses	6	0	6
Total	253	39	292

NB –These are the children with an EHC plans, counts have been included within the overall count per year group / SEND Code of Practice classification.

¹ <https://explore-education-statistics.service.gov.uk/find-statistics/special-educational-needs-in-england/2021-22>
Latest figures for Special Educational Needs in England (Published June 2022).

CLT has significantly more children on the SEN list than for other state funded schools. This is particular the case with regards CH school where the number of child listed as SEN support is 7.4% above the national average for state funded secondary schools. CP has almost three times the national average for children with an EHCP, whereas CHS is mainly in line with, though marginally above, national average. This is likely to shift however as there is currently 1 EHCP plan in the assessment phase with the LEA, another is to be submitted for term 3 and 2 further plans that have been made at parental requests that are awaiting mediation / tribunal.

Within TCLT the greatest primary need is CL, this is different to the national picture where CI tend to be higher.

Nationally, as with the TCLT, the majority of children who have an EHCP have a diagnosis for ASD. 35.9% of children within TCLT with an EHCP have a diagnosis for ASD, this is above the national picture where on average 33.3% of children with an EHCP have a diagnosis for ASD. Recently TCLT has seen an increase in children receiving EHC plan's for SEMH (not ADHD). These children account for 20.5% of all children within the Trust with an EHC plan.

In relation to primary need, nationally, 25.1% of the children who are identified as SEN support are classified as having a speech, language and communication need this equates to 20.2% of children within TCLT.

The second highest classified primary need nationally for all SEN children is SEMH (19.1%), within TCLT such children account for 18.5% of all SEND children (ADHD and other SEMH needs); showing TCLT to be aligned, though marginally above, with the national picture.

The greatest need for children within TCLT is SpLD (including dyslexia, dyspraxia, dyscalculia etc). Children with a SpLD account for 41.7% of children on the SEND list, this is disproportionate to the national picture that lists 11.85% of all children with SEND as having SpLD needs.