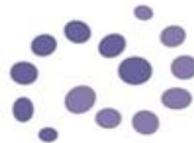




**Rise Carr**  
COLLEGE



**Eldon**  
HOUSE



**Connect**



**Home & Hospital**  
TEACHING SERVICE

# SEN Information Report

POLICY REVIEW AND ADOPTED BY MANAGEMENT COMMITTEE	DATE
REVIEWED:	July 2025
REVIEW FREQUENCY:	Annually
DATE OF NEXT REVIEW:	July 2026
RESPONSIBLE OFFICER / REVIEWED BY:	Headteacher / Governors

The Children and Families Act has changed the law, giving children, young people and their parents greater control and choice in decisions and ensuring that needs are properly met.

This report has taken guidance from the SEND Code of Practice (Jan 2015), the Equality Act 2010 and Part 3 of the Children and Families Act 2014 relating to school systems for responding to the needs of students with SEND. Information on inclusion has been taken from Schedule 1 of The Special Educational Needs and Disability Regulations 2014.

## **1. What Special Educational Needs does Rise Carr College provide for?**

### Rise Carr College – Pupil Referral Unit

Rise Carr College is a KS3 and KS4 PRU (Pupil Referral Unit) and can only be accessed via Darlington Local Authority and Darlington's mainstream secondary schools. Our students have significant barriers to learning which can be classed as social, emotional and mental health difficulties, communication and interaction difficulties, physical difficulties or cognition and learning difficulties. All of our learners have either been permanently excluded or are at a high risk of permanent exclusion from mainstream school. Students are referred to Alternative Provision via the Vulnerable Pupil Panel (VPP)

### Clifton House – Alternative Provision (not currently taking new admissions)

Clifton House is an alternative provision as part of Rise Carr college, catering for KS2 and KS3 students, with an emphasis on PSHE and emotional wellbeing. Its purpose is to re-engage pupils with their education in order for them to successfully return to full time education in an appropriate setting for them. The aim for students is to develop self-regulation strategies, develop self confidence and self-esteem. There is supported and sustained transition from primary into secondary settings for KS2 students. Placements last for 12 weeks, although a placement can be longer or shorter depending on individual needs. Clifton House can be accessed when the host school makes a referral to the VPP panel. If a student has an EHCP, a host school can request a placement through the multi-agency panel process and request a temporary change in placement.

### EOTASS – Connect

### Eldon House – SEND Specialist Unit for Social, Emotional and Mental Health

As a part of our commitment to providing an inclusive and personalised education, we have a SEND specialist unit for a limited number of students with an Education Health Care Plan, where they have

been identified as having more specific needs due to SEMH. We aim to provide a range of support to enable all students to access the broad and balanced curriculum. Students access their curriculum mainly in small teaching groups; they may, however, take part in one-to-one sessions away from the main class. During these sessions, led by experienced, specialist staff, students will have the opportunity to develop emotional literacy, academic support, language and communication skills and social skills. Pupils are allocated places at Eldon House through the Local Authority's formal procedures which assess individual pupil needs. All students will have an Educational, Health and Care Plan (EHCP).

### Home and Hospital Teaching Service (HHTS)

Home and Hospital Teaching Service is a Local Authority service which is commissioned through Rise Carr College. HHTS supports students who are unable to attend their mainstream school due to medical conditions. Students can only be referred to HHTS through the VPP panel by their mainstream school.

Rise Carr College supports students through a SEN profile which details their Special Educational Needs and Disabilities (SEND). Some students may require further support for their Special Educational Needs through an Education, Health and Care Plan (EHCP) which means the student may need a change of educational placement because:

- Rise Carr College lacks necessary specialist resources to meet the student's needs
- Rise Carr College would be unsuitable for the age, ability, aptitude, vulnerability or SEN of the young person
- The attendance of the young person at Rise Carr College would be incompatible with the efficient education of other students

Rise Carr College may occasionally accept students with an EHC Plan, providing that it is the right educational setting for the student and their needs. Parents of a child with an EHC Plan have the right to seek a place at a mainstream or special school if they consider that their child's needs can be better met there.

## **2. How does Rise Carr College know if a young person needs extra help?**

It is frequently acknowledged that young people who are referred to a PRU do require extra support. On entry we liaise with previous providers (usually mainstream schools) to ensure we have as much information as possible through a 'passport' provided by the previous educational setting.

All students are assessed on entry through GL Assessment, using baselines and teacher assessment to give a current working grade in English, Mathematics and Science, as well as their current reading age. This information also provides the student's strengths and areas of development in each area so that staff personalise their curriculum programme to close the gap in the student's attainment. Reading tests are carried out and recorded every 6 months and academic progress is monitored on a half termly basis. This allows staff to regularly see where students may need extra help and support.

Students work in smaller groups therefore staff are quick to notice when a student is having difficulty both academically and socially. Staff meetings are held twice a day so that information can be passed on and acted upon quickly. If a teacher or parent/carer thinks there is a further need which has not been identified they can speak to the SENCo or Assistant SENCo who will gather further information and act accordingly.

### **3. How will parents know how well their child is doing?**

All students are allocated a Key Worker, who keep in regular contact with parents and carers through a Key Worker report which is emailed to parents and carers at the end of each week. Parents/Carer consultation days are an opportunity for parents/carers to meet with teaching staff to discuss their child's progress, as well as meet with the SENCo or Assistant SENCo to discuss their child's SEN and review their SEND profile. Reports are written at least once per annum, which will be received by parents/carers on consultation days or via post. Parents/carers are also welcome to discuss issues informally by appointment or telephone with individual staff members. Regular telephone/text contact is in place with all parents/carers

### **4. How will the curriculum be matched to the young person's needs?**

Rise Carr College provides a safe and stimulating learning environment where each young person will be valued as an individual. We provide a broad balanced curriculum which enables students to progress academically and socially. Students are taught and supported in small groups by a variety of teachers, instructors, and teaching assistants. Work is differentiated according to the student's need. Baseline assessments on entry help teachers to plan the personalised curriculum to fill in the gaps of a student's knowledge. Access arrangements are in place for students who require them under the Equality Act 2010.

### **5. How will school staff support the young person?**

The staff at Rise Carr College are highly experienced and skilled in working in a PRU. Safer recruitment practices are applied. All staff are committed in working together to ensure that all our young people meet their potential. Work is personalised and differentiated to meet individual needs.

Staff at Rise Carr College fully engage in professional development and endeavour to meet the needs of their learners. The use of SEN profiles help all staff and students to understand the needs of a student and how best to support the young person on a daily basis. Staff take the time to get to know their students to build a positive relationship with them in which the student feels supported and understood.

Rise Carr College is a safe and caring environment in which to learn. Achievement and success is regularly celebrated. Relationships with parents are strong and regular telephone calls between school and home are encouraged. A strong relationship exists between the College and the Local Authority who work hard to ensure all leavers are in education, employment or training.

#### **6. How is the decision made about what type and how much support the young person will receive?**

This is initiated by the referral to Vulnerable Pupil Panel (VPP) where information is shared and suitability for placement is determined and agreed. Once a student has started to attend Rise Carr College, this information is used alongside the baseline assessments to determine the type and amount of support each student will need. As well as the aforementioned small group sizes and differentiated work, bespoke interventions or nurture groups may be implemented. A passport is completed for all permanently excluded children.

Rise Carr College use 'Ranges' to help determine the level of support each student will need. The ranges are used across Darlington schools as part of the graduated response.

Some students will be assessed for access arrangements as they have a need that requires reasonable adjustments to be made (Equality Act, 2010). The student will be assessed to determine if they need access arrangements. Where access arrangements are granted, Rise Carr College staff will provide this support to students to ensure they are well prepared for their examinations.

Where a student may be having significant difficulties or require further assessment or support, an educational psychologist may visit the young person. This will provide information to staff about the young person's difficulties, with strategies to help support student's in their learning.

As staff meetings take place twice daily, students with difficulties that require support from outside agencies (such as Child and Adult Mental Health Service or Social Communication Outreach Service) can be highlighted and the SENCo can make a referral to the relevant service.

In exceptional cases where the needs of the student are significant and highly complex and Rise Carr College cannot meet their needs, a request will be made to the Local Authority for an Education, Health Care Plan to provide alternative and/or specialist provision.

#### **7. How will young person be included in activities outside the classroom including physical activities and school trips?**

All students can participate in planned outdoor visits and activities. Trips are used to enhance subject knowledge, enrich understanding and for reward. Trips can and should have not only a positive impact on academic knowledge and understanding but also on the development of social skills. All outdoor activities carry some form of risk but these are fully assessed using the EVOLVE system. Staff to student ratios are always given significant consideration. There are also a number of activities outside the classroom that Rise Carr College offer as part of a personalised timetable for our students.

#### **8. What support will there be for the young person's overall well-being?**

Rise Carr College takes wellbeing very seriously and staff are experienced in dealing with social and emotional difficulties. Staff have completed Safeguarding and Team Teach training, where updates to training are conducted regularly. Students' key workers are a regular point of contact and can respond swiftly to issues that the student presents. Our pastoral support includes:

- Daily Key Worker time, including wellbeing activities
- Initiating by necessity or request: a Team Around the Family, an Early Help Assessment or other services input
- Mental Health First Aiders
- Emotional Literacy Support Assistant (ELSA) trained staff
- Personal, Social, Health and Economic (PSHE) curriculum that aims to provide students with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being
- Delivery of the statutory Relationship and Sex Education (RSE) curriculum and careers support to prepare students for post 16
- Trauma informed approaches
- Attendance support
- Development of self-esteem and resilience
- Student voice
- Parent/Carer consultation days

## **9. Specialist services and expertise available at or accessed by Rise Carr College?**

A student's individual needs will dictate what outside agencies we access such as Children & Adolescent Mental Health Service (CAMHS), Speech and Language (SALT), Occupational Therapy (OT) or the Social Communication Outreach Service (SCOS). Referrals are made by the SENCo through staff meetings or parental request.

Clifton House is an alternative provision as part of Rise Carr college, catering for KS2 and KS3 students, with an emphasis on PHSE and emotional wellbeing. Its purpose is to re-engage pupils with their education in order for them to successfully return to full time education in an appropriate setting for them. There is supported and sustained transition from primary into secondary settings for KS2 students.

Eldon House is a SEND Specialist Unit for students with EHC Plans who have identified social, emotional and mental health needs. Students access their curriculum mainly in small teaching groups; they may, however, take part in one-to-one sessions away from the main class. During these sessions, led by experienced, specialist staff, students will have the opportunity to develop emotional literacy, academic support, language and communication skills and social skills.

Home and Hospital Teaching Service is a Local Authority service which is commissioned through Rise Carr College. HHTS supports students who are unable to attend their mainstream school due to medical conditions.

## **10. What training have the staff supporting young people with SEND had?**

Whole school training includes:

- Safeguarding
- Team teach
- Trauma informed approaches
- Half-termly supervision with educational psychologists
- Metacognition
- SEND profiles
- EHC plans (understanding needs and provision)
- The four categories of SEND & The SEND Code of Practice
- Use of technology for access arrangements
- Sharing students needs and difficulties
- Asthma CPD
- Epi Pen CPD
- Dyslexia

- Foetal Alcohol Syndrome (FAS)

Individual / small group training includes:

- EVOLVE – for education visits
- Care and Management of Diabetes Level 2
- First Aid
- CPD with CAMHS on various aspects of mental health
- ASD in girls
- ASD strategies in the classroom
- ADHD strategies in the classroom
- Mental Health
- NPQ in Leading Literacy
- Trauma Informed Approaches
- Emotional Literacy Support Assistant (ELSA)
- Diagnostic Assessment of Pre and Post 16 Students Tests, Interpretation and Report Writing
- Access Arrangements Updates and Refresher
- Exam Invigilation

#### **11. How accessible is the school environment?**

At Rise Carr College we aim to make our school environment accessible to all. Premises at Rise Carr College, Home and Hospital, Clifton House and Eldon House all have wheelchair access and a disabled toilet. Taxis can be arranged through School Transport for any student who is unable to access a bus due to a physical disability, physical illness or accident affecting their physical health.

Rise Carr College, and Eldon House are ground floor only with several wheelchair exit points in case of fire. Ramps are in place where necessary and all doors are wheelchair compliant. Disabled parking spaces are designated on all sites and are close to the reception/ entrance. In line with the Equality Act 2010, we would be willing to discuss individual access arrangements.

#### **12. How are parents and young people involved in the life of Rise Carr College?**

We positively encourage and welcome parents and young people into our school. The triangulation of school-student-parent/carer is powerful and one which we believe should only enhance the learning of our young people. Parents/carers can arrange to visit the school informally or attend our parents/carers consultation days. The students are encouraged to raise issues and ideas during their daily Key Worker sessions and take part in student voice.

### **13. How do we involve other agencies in meeting the needs of young people with SEND and in supporting families?**

The SENCo or Assistant SENCo, staff, the parent/carer or student may determine if a student needs further support from an outside agency. The SENCo or Assistant SENCo can then make a referral to the appropriate agency.

The pastoral team may also make a referral as family support can be offered through the Early Help Assessment (EHA), Building Stronger Families (BSF) and the Team Around the Family (TAF). Meetings are held on a regular basis.

Where other agencies are involved with young people, they will be invited to meetings, or asked to report on the student's SEND as part of their annual SEND review. This allows other professionals to understand the student's needs and support them. EHC plans are shared with alternative providers to help us meet the needs of the young person.

### **14. Who can I contact for further information?**

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs, you can contact the college on 01325 348600. You can speak to the following:

- Head teacher – Sally Hudson
- Deputy Headteacher – Clare Hunter
- Assistant Headteacher – Samantha Hume
- SENCo – Lisa Bowron
- Assistant SENCo – Alison Dixon
- Teacher in charge of Eldon House – Nichola Swankie
- SENCo Eldon House – Kerry Reid

For complaints, please contact the School Governor with responsibility for SEN:

Kelly Davidson & Calvin Kipling

### **15. How will the school prepare and support the young person to join the school, transfer to a new school or the next stage of education and life?**

Rise Carr College hold an initial meeting for any new students arriving at the college. This will provide the opportunity for both student and parents/carers to have a tour of the college, meet their teachers, discuss the school day and rules, as well as sharing any information and concerns.

When students leave Rise Carr College in Y11, or when younger students may transfer to a new school, Rise Carr College carefully consider each students needs and the support they will need to transition successfully. Information is shared between schools and post 16 providers including pastoral information, SEND, and access arrangements. This means that each student's next educational placement are aware of their needs and know how best to support the young person.

Rise Carr College holds a transition meeting with the pastoral team, SENCo and post-16 providers each year, where the needs of the Y11 students and their SEND profiles or EHC Plans are shared. KS4 students will also have the opportunity to take part in a careers meeting, CV development and a careers and/or college fair.

#### **16. What other support is available?**

The Local Offer can be found online on the following website:

<https://livingwell.darlington.gov.uk/Categories/528>

Darlington's Special Educational Needs (SEN) Service is situated in People's Services. The main work of the service is to co-ordinate statutory assessment procedures, and to arrange for appropriate special educational provision to be put in place for children and young people with Education, Health & Care Plans and to keep them under review.

If you think your child has Special Educational Needs you should contact the SENCO at Rise Carr College, or the Darlington SEND Team on 01325 405891.