



The Castle School

ACHIEVE | BELONG | PARTICIPATE

SPECIAL EDUCATIONAL NEEDS & DISABILITY

THE CASTLE SCHOOL SEND INFORMATION REPORT

Our Commitment

Our aim is for every child to achieve, participate and belong, and this is at the heart of everything we do at The Castle School.

We believe in the absolute moral responsibility we have for equipping students with the best possible exam results; we know that this opens doors for students and equips them with outstanding attitudes and a strong moral foundation.

Equally important is nurturing every student's potential beyond the curriculum. We aim for the participation of every student in an enrichment activity.

SOMERSET *Choices*

<https://www.somersetchoices.org.uk/>

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1. How does the school know if students need extra help?

- Through information given from the Primary school before the Year 6 students transfer to The Castle School
- Screening for reading and spelling beginning in the September of Year 7
- Observations
- Teacher feedback
- Parental concerns
- Student concerns
- Form Tutor and Head of House concerns
- Concerns from other staff such as Pastoral Support Assistants, Welfare Officer, Teaching Assistants

The definition of Special Educational Needs (SEND) is: A child or young person with a learning difficulty or disability which calls for special educational provision to be made for them. A young person has a learning difficulty or disability if he/she has (a) a significantly greater difficulty in learning than the majority of others of the same age: or (b) has a disability which prevents or hinders him/her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools. Clause 20 Children and Families Act, June 2014.

Any student who has specific needs will have full access to an appropriate curriculum; individualised where necessary, and will be encouraged to fully participate in extra-curricular activities with support if appropriate.

2. What should I do if I think my child may have Special Educational Needs/Disability?

In the first instance contact your child's Form Tutor. He/she may be able to address your concerns or may put you in touch with the Special Educational Needs Coordinator (SENCo); Mrs C Owen. The school phone number is 01823 274073.

The school email address is office@castle.somerset.sch.uk

3. What provision is there for students with Special Educational Needs/Disabilities?

School staff will support students at a level appropriate to their needs through effective personalisation in the classroom. This is constantly reviewed & monitored by SENCo & Specialist Teacher (PGDip SpLD: AMBDA affiliated) as the child develops and makes progress.

Students requiring more specific intervention to access the curriculum may be supported in a range of ways, for example

- Individual or small group literacy and numeracy programmes
- Individual or small group social and emotional development programmes
- In class support from a teaching assistant
- Individual programmes to meet specific needs

4. How will I know how my child is making progress?

As a parent/carer you will receive:

- Interim Assessment (IA) and a full report, including negotiated 'next steps' between the child, parent, teachers and Learning Support - aiming to help the child make progress
- Parent-Teacher evenings
- Communication through the student Organiser
- Information about rewards and sanctions

In addition, you may also be involved in:

- Annual Review Meeting (held for identified High Needs Students – you will be informed if your child is included within this category), which includes opportunities for the views of parents/carers and the child relating to Progress, Need & Provision.
- PEP meeting (held for identified students in Care with SEND), which ensures that additional Pupil Premium monies are appropriately targeted.
- Pastoral Support Plan reviews
- Home Contact Book
- Information from specific intervention programmes

At any time you may contact your child's Form Tutor or the SENCo for further information.

5. How do I know what progress my child should be making?

All teachers are aware of every student's starting point from Key Stage 2, and are aware of the rate of progress we expect each child to make whilst at The Castle School each year, and over the 5 years. Progress can vary in each year, but the overall progress over 5 years is tracked carefully to ensure every child makes the best possible progress for them. We have high aspirations for all students.

6. How will the curriculum be matched to my child's needs?

This is done on an individual basis where the need is identified for a student to have a more personalised curriculum.

Most students follow the same curriculum as their peers, perhaps with minor adjustments.

Teachers are expected to support students by personalising the lesson content to meet the needs of all. Where students have complex needs teachers are supported by the Learning Support Team.

7. What support will there be for my child's overall well-being?

All students are supported through the House System. Each student has a Form Tutor who takes them through the 5 years at The Castle School. Every House has a Head of House, overseeing approximately 200 children. This provides 'mini schools' each with their own ethos, but working within the values of the whole school. An addition to this a member of the SLT will have oversight over a students' year group.

Fortnightly meetings, led by the Head of House, are attended by the SENCo, Careers Team, Attendance Officer Welfare Team and members of SLT linked with Progress and Support. At these meetings students who are of concern for academic and/or emotional issues will be discussed and appropriate interventions identified. These students are then carefully monitored. We adopt a graduated response in all situations.

Students with SEND may have a key worker, usually a Teaching Assistant, who offers support with organisation, emotional needs and liaises with parents/carers.

All students who are identified with concerns about their well-being will be offered appropriate interventions including:

- Mentors
- Clubs
- Drop in clinic - CHINWAG
- Counselling
- Meditation
- Rewards
- Behavioural plans

- Opportunities to work outside the classroom in a supported environment
- Careers advice
- Support from other agencies, as appropriate

First Aid

The Castle School is mindful of the need to safeguard the well-being of all students and management of first aid arrangements will be undertaken in such a way as to ensure there is adequate training of staff, provision of first aid equipment and recording of first aid treatment. Any medications given are logged.

Students with medical conditions

Students with specific health conditions will have an individual Health Care Plan which will be drawn up in consultation with the School Welfare Officer, parent/carers and other health professionals as necessary. This will outline the arrangements for administering medication and provide advice for staff, in the event of an emergency. Staff will take note of the Health Care Plans when arranging any curriculum enrichment activity.

Safeguarding

If we have any concerns that a student is at risk we will always follow our Safeguarding Policy. This means the child's welfare is the paramount concern, over-riding concerns for staff and parents/carers. We will involve external agencies if we consider this to be in the child's best interests.

Bullying

The Castle School is a fully inclusive school with a strict anti-bullying ethos. Students are encouraged to discuss any worries with any member of staff. The Key Teaching Assistant is an important member of staff for students with SEN, as they will constantly monitor student well-being both academically and emotional/health.

8. What Specialist services are available within, or accessible to the school?

School based

- Testing, and support for Specific Learning Difficulties such as Dyslexia and Dyscalculia
- Speech and Language support
- Teaching Assistants have experience and training of working with students with general learning difficulties, Dyslexia, Autism, Sensory Impairments and behavioural difficulties.
- Some Teaching Assistants are trained to provide personal care
- Counselling
- Careers Advisors

External services

- Educational Psychology
- Advisory Teacher Support Services- Learning Support; Language and Communication; Sensory; Physical Impairment and Medical Support Team (PIMST)
- Child and Adolescent Mental Health Service (CAMHS)
- Educational Welfare Service (attendance)
- School Nurses
- EAL
- Integrated Therapy Services, including Occupational Therapy and Physiotherapy
- Counselling

9. What training is available to staff supporting students with SEND?

Training for teaching students with Special Educational Needs is considered essential. There is an on-going programme of whole school training in teaching and supporting students including,

- Specific Learning Difficulties
- Autism
- Hearing impairment
- Visual impairment
- EAL
- Sensory support

In addition there is regular training in

- Child Protection (Safeguarding)
- First Aid awareness e.g. use of epi-pen, asthma awareness, epilepsy awareness
- Disability Awareness
- Outstanding Teaching
- Behaviour for Learning

Individual members of Learning Support and Pastoral Support

- Manual Handling
- Evac chairs
- Restorative Justice
- Sexual health
- Anger management
- Self-harm
- Access arrangements
- Diagnostic assessment

10. How will I be involved in making decisions about and planning for my child's education?

In addition to the opportunities listed above, (4) there are many other occasions to be involved in your child's education at The Castle School.

- Induction process from Year 6 to Year 7
- Meet the Tutor and Head of House evening Year 7 & Meet the Teachers Year 7
- Learning Support Events
- Year 9 Option Evening
- Year 10 GCSE Launch Evening
- Year 11 Study Evening
- Post 16 College Open Evenings

We do encourage parents to be involved in their children's education and expect parents to contact us if they have concerns. Similarly teachers will contact parents to address issues promptly.

Students will be fully engaged in discussions regarding provision at all stages of their time at The Castle School, primarily through Annual Reviews and the Raising Achievement Process.

11. How will my child be included in activities outside the classroom, including school trips?

As stated in our school aims, we expect all children to participate in enrichment activities and we will endeavour to overcome any barriers to inclusion.

12. How accessible is the school environment?

As a school we have worked with outside agencies to improve accessibility. Most areas are accessible and if necessary we will adjust timetables to ensure children have full access to their curriculum. Individual audits are carried out to meet the needs of students with specific conditions (e.g. Visual Impairment) as appropriate.

13. How will the school support my child through transition, both to the school in Year 7 and from the school in Year 11?

We gather a lot of information about your child from their primary school, and any agencies involved, in order to make the best possible preparation for joining The Castle School. This is usually in Year 6, but when a child has more complex needs the process of transfer may begin earlier, sometimes even in Year 4. In addition to the usual induction days for all students, vulnerable students (not necessarily all children with SEND) are invited to extra days in the school to familiarise themselves with their new surroundings and to take part in a tailored induction programme.

As a school, The Castle School has excellent links with all the Post 16 providers locally, and has a strong tradition of supporting students to find the most appropriate course. As students progress through the school they are given a lot of support from the Careers Advisors, who will personalise support. High Needs students have transitional Annual Reviews which includes representatives from the Post 16 destination of choice. Some students have individual transition programmes.

14. How are the school's resources allocated?

As a school we have a Learning Support Department, led by the Inclusion Manager (SENCo). Within this team are a number of Teaching Assistants, whose number varies depending on the number of students identified with High Needs through the Annual Audit, or with Education Health and Care Plans/Statements of SEND. Within this team is our Return to Learn base which supports vulnerable students. These students may have medical, emotional, mental health or social needs.

15. How is the decision made about how my child will receive support?

The decision making process is informed by the data and information provided by all agencies involved. Support is then personalised, within available resources, to maximise progress. This is regularly reviewed, and in the case of High Needs students discussed with parents at Annual Review. Where a student makes good progress, and bridges the gap, support may well be reduced, even to the extent of being taken off the SEN Register. When significant changes to provision occur, parents are automatically involved.

16. What if I have a complaint?

As per the suggestions and complaints leaflet we aim to provide many opportunities to keep you informed and involved in your child's progress, and we actively encourage communication between student-home and school. Co-operation between parents, staff and governors leads to a shared sense of purpose and good atmosphere in the school. However, sometimes misunderstandings arise but these can usually be sorted out by speaking to the right person. Your concern can then be looked into and a response given.

[SEND INFORMATION REPORT SHOULD BE READ IN CONJUNCTION WITH THE SEND POLICY]