



# SEN INFORMATION REPORT

September 2023

## THE KINDS OF SPECIAL EDUCATIONAL NEEDS THAT ARE PROVIDED FOR IN SCHOOL:

In accordance with the SEN Code of Practice:

*'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her... For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.'*

At Castle Academy, we provide additional provision for SEN pupils in the following four broad areas of need:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical needs

## THE NAME AND CONTACT DETAILS OF THE SENCO (MAINSTREAM SCHOOLS) AND FURTHER CONTACTS WHERE PARENTS/ CARERS MAY HAVE CONCERNS:

### The class teacher

Responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and letting the Special Education Needs/Disabilities Co-ordinator (SENCO) know as necessary
- Writing SEN Support Plans and sharing and reviewing these with parents at least three times a year
- Personalised teaching and learning for your child as identified on the school's provision map
- Ensuring that the school's SEN Policy is followed in their classroom and for all the pupils they teach with any SEN



**The SENCO:** Mrs L. Taylor

Responsible for

- Developing and reviewing the school's SEN and Inclusion policies
- Co-ordinating all the support for children with special educational needs or disabilities
- Ensuring that parents are
  - involved in supporting your child's learning
  - kept informed about the support your child is getting
  - involved in reviewing how they are doing
- Liaising with all the other people who may be coming in to school to help support your child's learning, e.g. Speech and Language Therapy, Educational Psychology Service
- Updating the school's SEN register, provision maps and making sure that records of your child's progress and needs are kept
- Providing specialist support for teachers and support staff in the school, so that they can help children with SEN in the school to achieve the best progress possible

**The Parent Support Advisor (PSA):** Mrs M. Bond

Responsible for supporting parents of children with additional needs. The PSA will:

- Liaise with outside agencies that can provide additional support for parents e.g. School Nurse
- Attend meetings with parents.
- Signpost parents to support agencies and training opportunities

**Principal:** Miss C. Blagden

Responsible for the day-to-day management of all aspects of the school; this includes the support for children with SEN. The Principal will:

- Give responsibility to the SENCO and class teachers, but is still responsible for ensuring that your child's needs are met
- Ensure that the Governing Body is kept up to date about issues relating to SEN

**The SEN Governor:** Miss R. Newton

Responsible for making sure that the necessary support is given for any child with SEND who attends the school

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If you have concerns about your child's progress, you should speak to your child's class teacher initially.

If you continue to be concerned that your child is not making progress, you should speak to the Special Education Needs/Disabilities Co-ordinator (SENCO).

Telephone number: 01709 513010

In the event that you continue to have concerns please contact the Principal.



**POLICIES FOR IDENTIFYING CHILDREN AND YOUNG PEOPLE WITH SEN AND ASSESSING THEIR NEEDS:**

- SEN Code of Practice
- National Curriculum
- Special Educational Needs Policy
- Equality and Accessibility Action Plan
- Equality Objectives
- Behaviour Policy
- Combating Bullying Policy
- Single Equality Policy

The SENCO will:

- Liaise with Maths and English Leaders and attend all Pupil Progress Meetings to identify pupils that underperforming and discuss any possible barriers to learning
- Support Class Teachers to use the Specific Learning Difficulties Checklist to support identification of SEND pupils across school.
- Observe identified children in class and provide recommendations about provision to remove barriers to learning
- Refer pupils for diagnostic assessment where necessary, e.g. Dyslexia Screener
- Refer pupils to external agencies where necessary, e.g. General Development Assessment

**ARRANGEMENTS FOR CONSULTING PARENTS OF CHILDREN WITH SEN AND INVOLVING THEM IN THEIR CHILD'S EDUCATION:**

Partnership with parents is a fundamental part of our SEN practice. Parents of SEN pupils will be kept informed at each stage of the process:

- Parents will always be consulted before their child is placed on the Special Educational Needs Register
- Parents of pupils with SEN will be invited to review SEN Support Plans with child's class teacher at least three times a year
- Within each SEN Support Plan suggestions of how parents can support their child to achieve targets at home will be included. Where appropriate, class teachers will provide parents with necessary resources, e.g. word lists, visual prompts, to enable them to support their child at home
- For some pupils with SEN, parents will be invited to consult with external specialists, e.g. Educational Psychologists, in order to discuss and plan additional support for their child
- For some pupils with SEN, parents will be invited to annual review meetings, e.g. pupils with an Education Health and Care Plan, to discuss their child's progress with all professionals involved, including the Principal
- Schemes such as home/school diaries will sometimes be used with parental support



**ARRANGEMENTS FOR CONSULTING YOUNG PEOPLE WITH SEN AND INVOLVING THEM IN THEIR EDUCATION:**

- Children will participate in all decision-making processes, target setting and contribute to reviewing their SEN Support Plans by making a personal comment on their own progress. As a result, children feel confident that they are being listened to and that their views are valued.
- Children will be supported to create their own One Page Profile to enable them to express their own opinions and needs in regard to their SEN
- Where appropriate, pupils with Education, Health and Care Plans will be given the opportunity to attend all or part of annual review meetings

**ARRANGEMENTS FOR ASSESSING AND REVIEWING CHILDREN AND YOUNG PEOPLE'S PROGRESS TOWARDS OUTCOMES, INCLUDING THE OPPORTUNITIES AVAILABLE TO WORK WITH PARENTS AND YOUNG PEOPLE AS PART OF THIS ASSESSMENT AND REVIEW:**

- SEN Support Plans for pupils with SEN will be reviewed at least three times a year, in line with assessment points throughout the academic year
- Class teachers will use assessment data to inform targets on SEN Support Plans
- The SENCO will monitor SEN Support Plans and report to the Senior Leadership Team on the following:
  - Progress made towards targets
  - Progress and attainment of SEN pupils in Maths, Reading and Writing at each assessment point throughout the year
- Parents of pupils with SEN will be invited to review SEN Support Plans with their child's class teacher at least three times a year
- SENCO, parents and external specialists will collaborate to 'Plan, Do and Review' SEN support for individual pupils as stipulated in the SEN Code of Practice

**ARRANGEMENTS FOR SUPPORTING CHILDREN AND YOUNG PEOPLE IN MOVING BETWEEN PHASES OF EDUCATION AND IN PREPARING FOR ADULTHOOD. AS YOUNG PEOPLE PREPARE FOR ADULTHOOD OUTCOMES SHOULD REFLECT THEIR AMBITIONS, WHICH COULD INCLUDE HIGHER EDUCATION, EMPLOYMENT, INDEPENDENT LIVING AND PARTICIPATION IN SOCIETY:**

Transition arrangements will be put in place to ensure effective transition between each phase of education:

- Early Years Transitions- SENCO/Foundation Stage Leader will attend local pyramid transition meetings and will also visit pre-school settings in order to ensure effective transition of SEN pupils from Nursery into Castle Academy. Where face to face visits are not possible these meetings will be carried out remotely.
- Annual Transition Meetings- current class teachers will share information regarding pupils with SEN with the child's next class teacher. Information will then be passed on to SEN support staff in order to ensure all professionals involved are aware of SEN pupil's individual needs



- Moving Schools- If a SEN pupil is moving to another school the SENCO will contact the new school's SENCO and ensure he/she knows about any special arrangements or support that need to be made. All records about SEN pupils will be passed on as soon as possible
- Secondary School Transition Meetings- pupils with SEN will be discussed with appropriate members of secondary school staff, e.g. form tutor and SENCO, to ensure they are aware of individual pupil's needs prior to transition. Records, including Individual Education Plans, will be passed on to secondary schools as soon as possible
- Annual Review Meetings- when a pupil with an Education Health and Care Plan is in Year 6, the SENCO from the Secondary school will be invited to attend the annual review meeting in order to effectively plan transition and future SEN support
- Individual Transition Programmes- for some pupils with SEN, school will devise a specific transition programme. This may include:
  - Transition Visits- When a SEN pupil is transferring from another setting/school to Castle Academy, additional visits may be set up to familiarise the pupil with routines and key people at our school.
  - Additional transition visits may be arranged for Year 6 SEN pupils to secondary schools at different times of the day, e.g. lunch and after school
  - The SENCO may liaise with SEN Team specialists to arrange 'Road Safety Training' for Year 6 pupils with SEN in order to prepare and familiarise them with the route they will walk to school where appropriate
  - Use of Social Stories- when pupils are approaching a transition between phases, social stories may be created to support pupils with SEN, e.g. photographs of people, classroom features will be used to create a social story that the children can use in school and at home in order to prepare for a transition

#### **APPROACH TO TEACHING CHILDREN AND YOUNG PEOPLE WITH SEN**

- Class teachers will plan lessons according to the specific needs of all groups of children in their class and will ensure that every child's needs are met and that there are no barriers to every pupil achieving
- Support staff, under the direction of the class teacher, can adapt planning to support the needs of SEN child where necessary
- Specific resources and strategies will be used to support children with SEN individually and in groups
- Planning and teaching will be adapted, on a daily basis if needed, to meet children's learning needs
- Homework will be adjusted as needed to meet children's individual requirements



**HOW ADAPTATIONS ARE MADE TO THE CURRICULUM AND THE LEARNING ENVIRONMENT OF CHILDREN AND YOUNG PEOPLE WITH SEN; SCHOOLS SHOULD INCLUDE DETAILS OF HOW THE BROAD AND BALANCED CURRICULUM IS ADAPTED OR MADE ACCESSIBLE FOR PUPILS WITH SEN**

The curriculum will be made accessible for all pupils in accordance with the National Curriculum Inclusion Statement, emphasising the importance of providing effective learning opportunities for all pupils and offering three key principles for inclusion:

- Setting suitable learning challenges
- Responding to pupils' diverse needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils

A minority of pupils will need access to specialist equipment and different approaches in order to access the National Curriculum and for these pupils Individual Access Plans will be created by the SENCO outlining the child's specific needs. Individual Access Plans are agreed and reviewed regularly by class teachers, teaching assistants and parents in order to ensure the child's needs are being met. The SENCO and members of the Senior Leadership team regularly monitor that Access Plans are being put into place effectively.

**THE EXPERTISE AND TRAINING OF STAFF TO SUPPORT CHILDREN AND YOUNG PEOPLE WITH SEN, INCLUDING HOW SPECIALIST EXPERTISE WILL BE SECURED**

The professional development of all staff involved in meeting the needs of pupils with SEN is ongoing and continuous. A wide range of training opportunities will be provided which include:

- Skill sharing and the demonstration of teaching techniques and strategies organised within the school
- Professional development sessions and one-off sessions on relevant subjects provided by:
  - Staff from other agencies or support services
  - Senior Leaders from within school
  - Other courses which are relevant to the work being undertaken can be undertaken or requested by consulting with the SENCO

Additionally several members of staff have completed accredited training in order to support pupils with SEN within school:

- The SENCO has completed the 'National Award for SEN Co-ordination' at Sheffield Hallam University

**Autism**

- The school has achieved the Local Authority Autism Chartermark.
- Four Teaching Assistants have also completed specialist training in Autistic Spectrum Disorder.
- The SENCO and a Teaching Assistant have taken part in a Social Story research project and undertaken training on how to write social stories to modify behaviours of pupils with Autism.



### **SEMH**

- The SENCO is a licensed Thrive Practitioner and coordinates Thrive interventions to support groups and individual pupils with SEMH needs throughout the school.
- Three members of staff have undertaken 'Rainbows' training and can provide targeted intervention to support pupils who have experienced loss.
- Two members of staff have completed an accredited 'First Aid Mental Health' course.

### **Behaviour Support**

- All staff have accessed De-escalation Training
- The SENCO and support staff have access Comic Strip Conversation training from Behaviour Outreach Support Service in order to support children with behavioural needs.
- 1 Teaching Assistant has completed specialist training in Behaviour Interventions such as Star Time and Playing for Purpose.
- 13 members of staff have completed accredited Team Teach training in order to support pupils with Behavioural difficulties

### **Speech, Language and Communication**

- The school has a nominated Communication Champion who receives regular training from the Local Authority on supporting children with Speech, Language and Communication Needs.

### **Cognition and Learning**

- Two Teaching Assistants have accessed Precision Teaching and Working Memory training events hosted by the Local Authority.

### **Parent Support**

- The Parent Support Adviser has completed Solihull Parenting Training and Positing Parenting Programme (Triple P) in order to support parents of pupils, including those with SEN

The SENCO regularly liaises with a range of external specialists in order to support pupils with SEN within school. These include:

- Educational Psychology Service
- Speech Therapy
- Occupational Therapy
- Physiotherapy
- Autism and Social Communication Education and Training Service (ASCETS)
- Behaviour Outreach Support Service (BOSS)
- School Nursing Team
- Outreach Support from local schools with additional resource centres or Special Schools
- Astrea SEN Officer- carry out diagnostic assessments to inform identification of SEN pupils.
- Astrea Inclusion Team



### **EVALUATING THE EFFECTIVENESS OF THE PROVISION MADE FOR CHILDREN AND YOUNG PEOPLE WITH SEN**

The effectiveness and appropriateness of the SEN provision will be continuously monitored by the SENCO in conjunction with the Principal and Governor with Inclusion responsibility. The school will continuously monitor and evaluate the working of the SEN provision, gathering information on the following aspects:

- Number of pupils with SEN, expressed as a percentage of the school roll, and any changes to the level of support they receive
- The level of support pupils received and the amount of progress they make
- The 'value-added' data of pupil progress
- The success of resources
- The impact of training and new approaches to meeting needs
- The identification of training needs
- The impact and outcomes of the review process
- The development of pupil participation
- Relationships with parents of pupils with SEN
- The impact of the statutory process on pupil progress
- The success of involvement of outside agencies
- The success of liaison with other schools

This information will then be used to evaluate how successful SEN provision has been and to set an agenda for further developments which will be included in the School Improvement Plan.

### **HOW CHILDREN AND YOUNG PEOPLE WITH SEN ARE ENABLED TO ENGAGE IN ACTIVITIES AVAILABLE WITH CHILDREN AND YOUNG PEOPLE IN THE SCHOOL WHO DO NOT HAVE SEN**

On the whole SEN pupils will be taught within classrooms alongside pupils who do not have SEN. However, pupils with SEN will receive additional support either in class or withdrawn in small groups or one-to-one to work on the targets specified on their Individual Education Plans. Pupils with SEN will be able to access extended school provision alongside pupils who do not have SEN, e.g. breakfast club and after school clubs.

### **SUPPORT FOR IMPROVING EMOTIONAL AND SOCIAL DEVELOPMENT. THIS SHOULD INCLUDE EXTRA PASTORAL SUPPORT ARRANGEMENTS FOR LISTENING TO THE VIEWS OF CHILDREN AND YOUNG PEOPLE WITH SEN AND MEASURES TO PREVENT BULLYING**

There are several arrangements and interventions in place in order to support the emotional and social development of pupils with SEN. These include:

- Referral system for the Parent Support Advisor so that extra pastoral support can be put in place where appropriate
- Interventions such as Thrive and friendship groups will be used in order to support pupils with SEN develop their social skills





- Interventions such as 'Star Time' and 'Playing for Purpose' will be used to improve emotional and social development of SEN pupils
- 'I am Unique' and 'Socially Speaking' programmes will be used to support pupils with ASD across school
- For some SEN pupils a designated adult is provided as a 'go to person' if a pupil with SEN needs to talk or share their concerns
- Pupils with SEN regularly use 'The Den' and 'The Warren' which are quiet spaces with a range of resources to support them emotionally.

**HOW THE SCHOOL INVOLVES OTHER BODIES, INCLUDING HEALTH AND SOCIAL CARE BODIES, LOCAL AUTHORITY SUPPORT SERVICES AND VOLUNTARY SECTOR ORGANISATIONS, IN MEETING CHILDREN AND YOUNG PEOPLE'S SEN AND SUPPORTING THEIR FAMILIES**

Information regarding support services will be made available to parents via the Parent Support Advisor's notice board located by the Infant Door and some information is also shared via the school website.

On occasions different organisations, e.g. the local Children's Centre staff, attend school events in order to share information with parents

**ARRANGEMENTS FOR HANDLING COMPLAINTS FROM PARENTS OF CHILDREN WITH SEN ABOUT THE PROVISION MADE AT THE SCHOOL**

Any complaints from the parents of pupils with SEN will be dealt with through the school's complaints procedure which is available on request.

**DETAILS OF THE SCHOOL'S CONTRIBUTION TO THE LOCAL OFFER, INCLUDING INFORMATION ON WHERE THE LOCAL AUTHORITY'S LOCAL OFFER IS PUBLISHED**

The Children and Families Bill will become enacted in 2014. From this date, Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is the 'Local Offer'.

The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

Information regarding the Local Authority's Local Offer can be found by opening the following hyperlink:

<http://www.doncaster.gov.uk/services/schools/local-offer-send>