



## **School Information Report Castle View Primary School for 2022-23**

### **What is SEND and SEND support?**

SEND stands for special needs and, or a disability.

The Code of Practice 2014 states that:

‘A student has SEN where their learning difficulty or disability calls for special educational provision, that is different from or additional to that normally available to a child of the same age.’

Many children will have Special Educational Needs and Disabilities (SEND) of some kind during their education. Schools and other organisations can help most children overcome the barriers their difficulties present quickly and easily. A few children will need extra help for some or all of their time in school.

### **Who to talk to at school if you feel your child is experiencing difficulties with learning or you think they may have an SEND need.**

If you have concerns about your child’s progress you should, in the first instance, speak to your child’s class teacher. The class teacher has responsibility for:

- Checking on the progress of your child
- Identifying, planning and delivering the differentiated curriculum for your child in class as required
- Personalised teaching and learning for your child.
- Ensuring that the school’s SEND Policy is followed in their classroom.

If you have concerns that your child has an unmet special educational need after speaking to the above staff, you should contact the SEND Co-ordinator.

**SENDCo – Mrs T Sorrell**

**SEND governor – Mrs B Littlewood**

**Pastoral manager – Mrs M Travis**

They are responsible for:

- Developing and reviewing the school’s SEND Information report/ policy.
- Co-ordinating all the support for students with Special Educational Needs or Disabilities.

- Updating the school's SEND register (a system for ensuring that all the SEND needs of students in the school are known) and making sure those records of your child's progress and needs are kept up to date and are confidential.
- Providing specialist support for teachers and support staff in the school, so that they can help students with SEND in the school to achieve the best possible progress.

They are also responsible for ensuring that you are:

- Involved in supporting your child's learning
- Kept informed about the support your child is receiving
- Involved in reviewing how your child is doing and liaising with all other agencies which may be involved with your child e.g. Educational Psychology, Behaviour Support Service, Social Care and Health Service.

### **How is our school accessible to children with SEND?**

- Castle View is a mainstream community primary school, housed across 6 buildings. There are disabled toilets in the majority of buildings and all can be accessed by ramps.
- There are 2 playgrounds (one sloping) with access to 1 large playing field.
- Teaching resources and equipment are equally accessible to all children.
- After school and extra-curricular provision is accessible to all children including those with SEND.
- All children have an equal opportunity to go on all school visits. Extra support is provided if required.
- Educational visits will only be planned to locations accessible to all. Risk assessments are carried out prior to any off site activity.

### **The kinds of SEND provided for in our school are:**

When identifying the nature of a special educational needs, the four areas of need are taken into account:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties (SEMHD)
- Sensory and/or Physical Needs

The school recognises that some children may need support in more than one of these areas.

### **How are children with SEND identified at our school?**

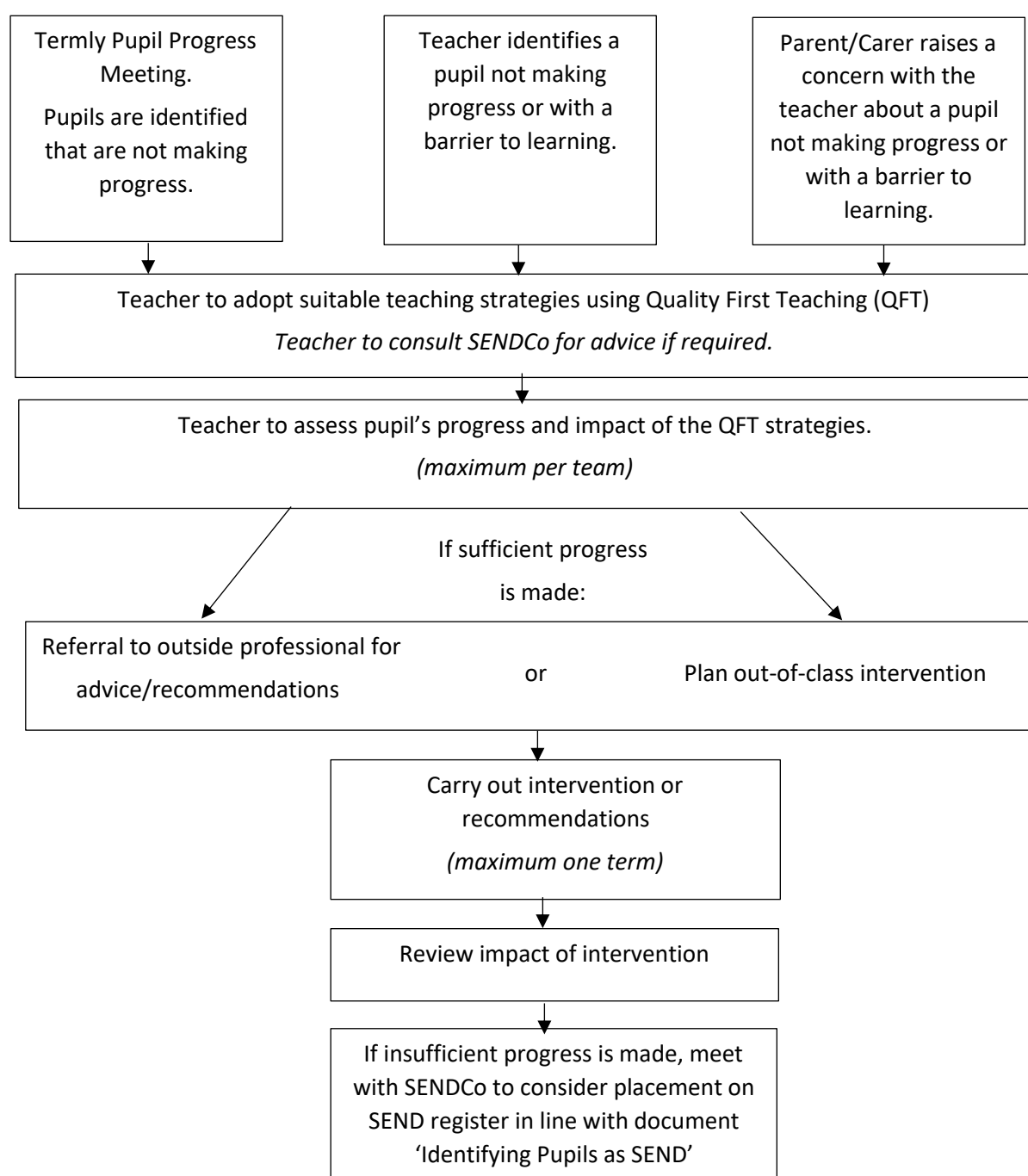
Referring to the 'SEND code of practice: 0-25' 2014, a child is identified with SEND 'where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age'.

Subject/ class teachers make regular assessments of progress for all pupils from this, the school is able to identify pupils making less than expected progress given their age and individual circumstances. Other factors including attendance, punctuality and health are considered. Consideration is also given to the particular circumstances of pupils, for example those who are in Care and/ or eligible for the Pupil Premium.

**There are a number of ways in which pupils might be identified as having barriers to learning, including:**

- At 'Pupil Progress Meetings' - Teachers meet with a member of the senior leadership team regularly as part of these meetings to discuss children's progress – concerns could be raised if pupils are not making expected progress
- Monitoring - Senior leaders monitor termly assessments, data, exercise books and lessons as part of their monitoring activities, and could then identify pupils not making expected progress
- Parents' Evenings - Teachers meet parents/carers regularly for 'Parents' Evenings' during which parents could identify concerns about their child's progress
- Referrals - Teachers can refer children to the SENDCo if they have concerns about a specific child or want support in putting provision/interventions in place for children who aren't making expected progress

We have a flow diagram (figure 1) to show how this process should look once a child has been identified as not making expected progress: Figure 1.



## When a child is identified as having a Special Educational Need and Disabilities

When deciding whether to make special educational provisions, a meeting will be arranged between the SEND Co and class teacher to consider all the information gathered from within the school.

Parents/carers will be notified directly or by a telephone call, when the following will be discussed:

- the pupil's areas of strengths and difficulties
- any parent/carer concerns
- plan any additional support your child may receive.
- discuss with you, any referrals to outside professionals, to support your child's learning.

Where a child is identified as having SEND, the school will seek to remove barriers to learning and put SEND provision in place. THE SEND support will take the form of a four-part cycle:

## Our graduated approach

The SENDCo and school leadership team will use the four-part cycle (Assess, Plan, Do, Review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the child's needs.

**Assess** – an analysis of the child's need will be carried out by the subject teacher and SENDCo. Outside agencies may also be involved.

**Plan** – if the school decides to provide the child with SEND support parents/carers will be notified. All staff involved with the child will be informed.

**Do** – interventions/support will be delivered.

**Review** – the effectiveness of the intervention/support will be reviewed regularly.

We aim to work with the child and parents through this process.

## What are the different types of support available at our school?

Teachers have the highest possible expectations for your child and all children in their class.

The quality of teaching and learning is reviewed regularly to ensure the highest possible standards are achieved. The school has a training plan for all staff to improve the teaching and learning, including for those pupils with SEND. This includes whole school training on SEND issues.

- Teachers adapt planning to support the needs of children with SEND.
- Teachers use a variety of teaching styles and cater for different learning styles to allow children with SEND to access the curriculum.
- Teachers and other adults in the classroom work together to give targeted support according to your child's needs.
- Strategies which may be suggested by the SENDCo or other professionals working with your child are in place to support your child to learn.
- Specific group work intervention
- This could be for reading, reading comprehension, spelling, numeracy, social skills. These could be delivered by a teacher, learning support assistant, key worker, or intervention support staff.
- Adaptations to curriculum or learning environment may be made to remove barriers to learning.

Things such as:

- Quality First Teaching (QFT)
- curriculum to match needs
- individual 1-1 tuition by a teaching assistant for very specific needs.
- placement in small target groups with students with similar needs for one or two lessons per week, using specially prepared learning materials.
- placement in appropriate groups or sets for subject lessons where needed
- Individuals and groups supported in class
- targeted interventions organised by curriculum areas often led by Learning Support Assistants
- use of appropriate ICT equipment and programmes
- adapted teaching styles and materials
- social skills programmes
- 1:1 mentoring sessions
- Learning Mentor group/individual support

There are many more that may be put in place depending on the individual pupils needs.

## **Outside agencies**

You may be asked to give permission for your child to be referred to a specialist professional, e.g. Educational Psychologist. This will help the school and you to understand your child's needs better and so support them more effectively.

The specialist professional may work directly with you and your child and may make recommendations on support strategies to be used at home and in school.

## **How we measure progress?**

Children's progress is continually monitored by class teachers, school leadership team (SLT) as well as the SENDCo.

Progress is reviewed at regular intervals and formally once a term. If your child has SEND support or has an Educational Health Care Plan (EHCP), your child will have specific targets set, which will be shared with your child and parents. These are reviewed regularly to ensure they are continuously appropriate. Parents will be invited in to school to review these. The progress of children with an Educational Health Care Plan (EHCP) is formally reviewed at an annual review.

## **What support is there for my child's overall wellbeing?**

- Support from a learning support assistant in order to ensure health and safety where appropriate
- Pastoral support from the Pastoral Manager
- 1:1 mentoring sessions
- Learning Mentor group/individual support
- Counselling
- Playground friendship

- Peer reading
- Worries and suggestions boxes in the main corridor
- Weekly PSHE (Personal, social, health and economic education) sessions
- Time out/quiet zone
- Nurture Group activities

This may involve working alongside outside agencies such as the Health Service, and/or specialist educational services.

- Speech and Language Therapy (SALT)
- Occupational Therapy (OT)
- Behaviour Support Service (LA)
- Multi-Agency Team (MAT)
- Support Services for the Hearing, Physically & Visually Impaired
- Community Learning Disabilities Team
- Child and Adolescent Mental Health Service (CAMHS)
- Social Care
- School Nurse
- Physiotherapy Service

## **How is SEND support allocated to a child at our School?**

The Code of Practice 2014 states that:

‘A student has SEN where their learning difficulty or disability calls for special educational provision, that is different from or additional to that normally available to children of the same age.’ For example

- A child who is underachieving and failing to meet targets have interventions in and out of class.
- A child is moved on to SEND support (previously School Action), when, despite accessing catch up interventions, they are still not making expected progress and are not meeting their targets.
- For a minority of children who are not making progress in more than one subject we would investigate using the graduated approach for an extended period.
- A child with more complex needs who may also require support from outside agencies would be classified as SEND support (previously School Action Plus).

The school budget is received from QEGS Multi Academy Trust (QEGS MAT), SEND funding is allocated by Derbyshire County Council. The SEND Co applies to a panel for this funding to be released based on the pupils needs. This is £6,000 per pupil on the SEND register per academic year which is called ‘SEND Notional funding’ and equates to approximately 10 hrs support per week.

The Headteacher decides on the budget allocation for SEND in consultation with the school governors, on the basis of needs within the school. The Headteacher, business manager and SEND Co discuss information they have about SEND including:

- children already receiving extra support.
- children needing extra support.
- children who have been identified as not making as much progress as expected.

All resources/training and support are reviewed regularly, and changes made as necessary.

Children will be taken off the SEND register if and when targets/outcomes have been achieved.

## **Who else could support your child with SEND?**

For more information on how Derbyshire County Council can support children with SEND and what services they offer refer to:

<https://localoffer.derbyshire.gov.uk/#!/directory>

## **What support do we have for you as a parent/carer of a child with SEND?**

- Class teachers, learning support assistants, the learning mentor and SEND Co are available to discuss issues, as appropriate to their roles in school.
- Your child's target will be reviewed 3 times a year, we will work with you to plan and review these in termly parent's consultations.
- We will hold meetings with outside professionals where and when appropriate.
- We will share information with you about parent/carer support groups.

## **How does the school support children with medical conditions?**

The school follows 'Supporting pupils at school with medical conditions.

**Statutory guidance for governing bodies of maintained schools and proprietors of academies in England'**

April 2014

The school has a policy regarding the administration and management of medicines on the school site. Some Children will have a care plan in place.

Staff have updates on conditions and medication affecting individual students and training, where appropriate, so that they are able to manage medical situations.

## **How will my child be supported through transitions?**

The school recognises that transitions can be difficult for children with SEND and their families and so take steps to ensure any transition is as smooth as possible.

### **Starting school**

- They will be invited to 'stay and play sessions' or settling in sessions, wherever appropriate.
- Additional meetings with the class teachers and SENDCo to establish the SEND need of the child. **If your child is moving to another school:**

- We will contact the school's SENDCo and ensure they know about any special arrangements and support that needs to be made for your child.
- All records about your child are passed on as soon as possible.

#### **When moving classes in school:**

- information will be passed on to new subject teachers. All relevant information will be shared.
- additional transition will be planned where required.

#### **How will my child be able to share their views?**

We value and celebrate each child being able to express their views on all aspects of school life.

This is usually carried out through regular meetings of the School Council.

If your child has an EHCP, they will be involved in writing and reviewing their own outcomes. Children have the opportunity to share their views and concerns on a personal one-page profile.

#### **What training have the staff had about SEND?**

There is an on-going professional development programme which addresses areas of SEND within the school.

- Differentiation & intervention
- Quality First Teaching (QFT)
- SEND Code of Practice 2014
- Tracking pupil progress
- Accountability
- Recognising the child's voice and developing one page profiles
- Precision Teaching
- Autism Spectrum Disorder (ASD) Champions
- Impact Assessment Provision Mapping
- Supporting pupils with Autism Spectrum Disorder (ASD)
- Supporting English as an Additional Language (EAL) pupils & those New to English
- Coping with Bereavement in Childhood
- National Award for Special Educational Needs and Disabilities Co-ordinator (SENDCo)



This Year

Training	Staff	Date
Graduated Response (GR)	Teaching Staff	Annual refresher training delivered by the SENDCo
NPQSL	Tracy Sorrell (SENDCo)	18 months starting November 2021.
Voice of the child	Mrs Travis (Pastoral Manager)	Annual refresher – safeguarding training. March 2023
Provision Map (PM)	All staff	Annual update – September 2022
Sensory processing needs (SPN) - Sensory Processing Needs Toolkit	Tracy Sorrell (SENDCo)	June 2023
Derbyshire EYSEN Foundation Stage Inclusion Leads /SENCO training	Kim Baker (EYFS Lead) Tracy Sorrell (SENDCo)	September 2023 December 2023
Colourful semantics training	All staff	December 2022

## What if I want to complain?

Our school has a complaints policy which can be found on our website. If you wish to complain we always suggest you come and speak to us first to try to resolve any issues.

If you still want to complain you can do so in writing, please see the complaints policy for full details.

## Linked documents on the school's website include:

- Complaints Policy <http://3cn6sm3xfous02snw34xzuea-wpengine.netdna-ssl.com/wpcontent/uploads/2019/01/ComplaintsPolicy-April-2018-QM.pdf>
- Anti-Bullying Policy <http://3cn6sm3xfous02snw34xzuea-wpengine.netdna-ssl.com/wpcontent/uploads/2019/01/Anti-BullyingPolicy-2017.pdf>
- SEND Policy <https://3cn6sm3xfous02snw34xzuea-wpengine.netdna-ssl.com/wpcontent/uploads/2019/08/SEND-Policy-Jan-2019-new-front-cover.pdf>
- Child Protection Policy <http://3cn6sm3xfous02snw34xzuea-wpengine.netdna-ssl.com/wpcontent/uploads/2019/01/ChildProtection-and-Safeguarding-policy-November-2018-1.pdf>

Further information can be found in the parents and carers guide which has been produced by the Department for Education.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/417435/Special\\_educational\\_needs\\_and\\_disabilities\\_guide\\_for\\_parents\\_and\\_carers.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/417435/Special_educational_needs_and_disabilities_guide_for_parents_and_carers.pdf)