

Name of School: CASTLE ACADEMY, Conisbrough DN12 3DB

**SCHOOL CONTRIBUTION TO DONCASTER LOCAL AUTHORITY’S LOCAL OFFER FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES**

*The information set out below will be added to Doncaster LA’s Local Offer site located under ‘Information, Advice and Guidance’ (then under ‘Schools and Alternative Provision’). Presenting this information in a consistent way will enable parents/ carers, young people, settings and services across education, health, care and the voluntary sector to find and compare provision for children with Special Educational Needs and Disabilities.*

*All settings must co-operate with the LA in the development and review of the Local Offer as set out in Chapter 4 of the SEND Code of Practice (January 2015) and the associated Special Educational Needs and Disability Regulations 2014 (Part 4).*

*Schools have additional duties under the Regulations to provide more detailed information in their SEND Policy, SEND Information Report and how the school meets the duties of the Equality Act 2010.*

<p>Brief description of the school</p> <p><i>(age range, size of school, LA maintained/ Academy/Free School and any Mission Statement you wish to include)</i></p>
<p>Castle Academy is a primary academy which is a part of the Astrea Academy Trust. There are 140 pupils currently on roll, with six classes, catering for the age range 4 to 11. Our aim is to provide a welcoming and supportive family atmosphere, based upon mutual respect and tolerance, where self-esteem is nurtured and children are encouraged to offer and express their opinions and where their achievements are celebrated.</p>
<p>How we identify if your child may need additional help and/or has special educational needs (SEND)</p>
<p>At Castle Academy, our aim is to identify, as early as possible, any pupils with additional needs and make appropriate provision in accordance with the Special Educational Needs and Disability Code of Practice:0-25 (September 2014). Class teachers, working with the SENDCO, carry out an initial analysis of each pupil’s needs. This analysis draws on the teacher’s assessment and experience of pupils, as well as their previous progress, attainment and behaviour. It also draws on their development in comparison with their peers and national data, the views and experience of parents, the pupil’s views and, if relevant, advice from external support services.</p>
<p>How we involve parents and carers in meeting the needs of their child and in whole school developments</p>
<p>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:</p> <ul style="list-style-type: none"> <li>• Parents will always be consulted before their child is placed on the Special Educational Needs Register</li> <li>• Parents of pupils with SEN will be invited to review SEN Support Plans with child’s class teacher at least three times a year</li> </ul>

- 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

#### How we will involve your child in the planning and review of their support

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

#### How we match the curriculum, teaching and learning approaches if your child has SEND

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 SENDCO 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 SENDCO and members of the Senior Leadership team regularly monitor that Access Plans are being put into place effectively.

#### How we provide additional support if your child has learning needs

Children who have additional needs and/or barriers to learning are supported through both class based Quality First Teaching as well as bespoke interventions. The curriculum and learning is differentiated to meet the specific needs of pupils in the class/group. Needs may be met through:

- Additional resources to enable children to access learning
- Engagement with other professionals and outside agencies
- Use of additional adults to support individuals / groups of learners
- Provision of additional interventions
- Support for the child and their family through the Early Help Assessment process

<p>How we provide additional support if your child has social and communication needs</p>
<p>Children who have social communication difficulties are provided for through a range of interventions. The academy works closely with the Paediatricians, Educational Psychologist, Speech therapists and the Autism team (ASCETS) and incorporates their advice and guidance into pupils SEN Support Plans. The following approaches are used to support pupil's social communication difficulties:</p> <ul style="list-style-type: none"><li>• Visual timetables</li><li>• 'Now and Next' choice boards</li><li>• PECS</li><li>• Star time</li><li>• Early Intervention, e.g. Chatterboxes</li><li>• Ks2 Language Legends</li><li>• 'I am Unique' and 'Socially Speaking' programmes will be used to support pupils with ASD across school</li><li>• Social stories</li><li>• Bespoke 1:1 Speech Therapy interventions</li></ul>
<p>How we provide additional support if your child has physical, sensory and/or medical needs</p>
<p>At Castle Academy, the 'Equality and Accessibility Plan' is regularly reviewed and updated to reflect the current needs of the academy and its' pupils. The following actions are taken to further support pupils with physical, sensory and/or medical needs:</p> <ul style="list-style-type: none"><li>• The SENDCO liaises with external professionals, such as Occupational Therapists and Physiotherapists.</li><li>• Adaptations to toilets and buildings to ensure children with physical needs can access the building, e.g. lowering coat pegs, specialist equipment, toilet frames.</li><li>• The SENDCO works with parents, and external professions where appropriate, to create Individual Access Plans and Personal Emergency Evacuation Plans (PEEP) for pupils with physical needs.</li><li>• Differentiation within PE for children with physical needs.</li><li>• Staff receive relevant training to support medical needs, e.g. Epi-pen and diabetes training</li><li>• The Medical Care Plans display information about medical conditions in order to ensure all staff are aware of individual pupils with medical needs</li><li>• The 'Administering Medicines' policy is implemented. Parents should contact the Assistant Office Manager if medication is recommended by Health Professionals to be taken during the school day. A medical consent and administration form should then be completed by the parents and staff in school.</li><li>• The academy has an Emergency Inhaler in school and has the relevant policies and procedures in place</li></ul>
<p>How we provide help to support your child's emotional health and well being</p>
<p>There are several arrangements and interventions in place in order to support the emotional and social development of pupils with SEN. These include:</p> <ul style="list-style-type: none"><li>• Senior Leaders and Pastoral lead meet weekly to review Behaviour, Attendance, Safeguarding and Inclusion</li><li>• Referral system for the Parent Support Advisor so that extra pastoral support can be put in place where appropriate</li><li>• The SENDCO is a Thrive Practitioner.</li></ul>

<ul style="list-style-type: none"> <li>• Interventions such as Thrive, Playing for Purpose, Lego Therapy and Nurture provisions will be used in order to support pupils with SEN develop their social skills</li> <li>• 'I am Unique' and 'Socially Speaking' programmes will be used to support pupils with ASC across school</li> <li>• 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</li> <li>• Children identified with SEMH will have personal Intervention and Support Plans in place with their own 5-point scale to support self-regulation.</li> <li>• Pupils with SEN regularly use 'The Den' and 'The Warren' which are quiet spaces with a range of resources to support them emotionally</li> <li>• Combating Bullying Policy</li> </ul>
<p>How we promote developing independence</p>
<p>Children are encouraged from FS2 to dress, undress, eat, go to the toilet and look after their belongings. As they get older (with support if required) all children are encouraged to develop greater independence in all areas of the curriculum as well as during breaks, home time etc.</p>
<p>How we measure and review your child's progress against their targets and longer term outcomes</p>
<p>At Castle Academy, our aim is to provide every child with Quality First Teaching and this is regularly monitored by the Senior Leadership Team. Every child's progress is continually monitored by his/her class teacher. Progress of all pupils in Reading, Writing and Mathematics is reviewed throughout the year by the class teacher, subject leaders, SENDCO and Principal. Children identified with SEN will usually have a SEN Support Plan with targets set that are designed to accelerate learning and close the gap. Progress towards these targets will be reviewed regularly, with the child and their parents, following an 'Assess, Plan, Do, Review' model. These are monitored and evaluated by the SENDCO and interventions will be implemented as necessary. In addition, pupils who currently have an EHC Plan will be formally reviewed at an Annual Review, with the pupil, parents and all adults involved with the child's education.</p>
<p>How we adapt the learning environment and ensure that our school facilities are safe and welcoming to children with SEND</p>
<p>Our 'Equality and Accessibility Plan' and regular health and safety walks ensure that facilities are safe and that children with SEN feel valued. Children with a disability have a Personal Emergency Evacuation Plan to ensure that they have a clear understanding of how to evacuate the building in an emergency.</p> <p>For some pupils with SEN, they have personal workstations and calming spaces within their own classroom in order to support their needs being met within the classroom environment.</p>
<p>How we include children with SEND in the life of our school</p>
<p>At Castle Academy we value the individuality of all children. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. Our Inclusion Policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.</p>

How we ensure that all our staff are trained and supported to meet a wide range of children's needs

*(basic awareness of SEND, enhanced skills and specialist in depth training for staff with additional responsibility for providing advice and supervision)*

The professional development of all staff involved in meeting the needs of pupils with SEN is on-going 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 and 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 SENDCO has completed the 'National Award for SEN Coordination' at Sheffield Hallam University and is a trained Thrive Practitioner
  - 4 Teaching Assistants have completed specialist training in Autistic Spectrum Disorder
  - 2 Teaching Assistants has completed specialist training in Behaviour Interventions such as Star Time and Playing for Purpose
  - 2 Teaching Assistants have completed SLCN training for specific interventions
  - 12 members of staff have completed accredited Team Teach training in order to support pupils with Behavioural difficulties
  - The Parent Support Adviser has completed Triple P (Positive Parenting Programme) in order to support parents of pupils, including those with SEN

External support and expertise we can call upon to help us to meet children's needs

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

- Educational Psychology Service
- Children's Community Therapy Teams including Speech and Language Therapy, Occupational Therapy and Physiotherapy
- ASCETS Team (supporting pupils and families with Autistic Spectrum Condition)
- BOSS (Behaviour Outreach Support Service)
- Social Care
- School Nursing Service
- Support services for pupils with Visual Impairment
- Family Support Services
- Medical professionals including Child Epilepsy Nurses and Child Diabetic Nurses
- Outreach Support from local schools with additional resource centres or Special Schools
- Child and Adolescent Mental Health Services
- Local Children's Centres
- Astrea Central Inclusion Team

How we prepare children to join our school

We aim to make every transition between phases of education as smooth as possible. The SENDCO will liaise with the previous school/setting to ensure approaches and support

remains consistent (wherever possible) and arrangements to support the child will be made. Information will be shared and discussed.

#### How we prepare children to move on from our school

##### **Moving School**

If a pupil with SEN is moving to another school the SENDCO 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 a Statement or 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 SENDCO 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

#### How we deploy our resources to meet the needs of children with SEND

We deploy our resources on a needs basis and liaise with parents and other agencies, to ascertain the best way of supporting each individual child with SEN. Provisions are evaluated regularly and are adapted where necessary.

#### Contacts for more information

##### **The class teacher**

Responsible for:

- Checking on the progress of SEN child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and letting the 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/Inclusion Manager:** Miss C. Blagden

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:** Mr A M. Mason

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:** Ms. C. Fitt

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

- o O o -

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.