



Castle Hill Primary School

Early Help

Introduction

Castle Hill Primary School values the contribution that every child makes and is supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress. The school seeks to raise the achievement, remove barriers to learning and increase physical and curricular access for all. All children and young people with Special Educational Needs or Disabilities (SEND) are valued, respected and considered equal members of the school. As such, provision for pupils with SEND is a matter for the school as a whole. All teachers are teachers of pupils with SEND. The Governing Body, Head teacher, Inclusion Coordinator (INCo) and all other members of staff are responsible for teaching children with SEND. This early help is in line with the school SEND policy, which can be accessed via the website or by contacting the school office.

Who are the best people to talk to in school about my child's difficulties with learning/ Special Educational Needs or Disability (SEND)?

Inclusion Coordinator (INCo)

The INCo for Castle Hill Primary School is Sarah Banner. She has responsibility for the coordination of SEND in the school. She is responsible for:

- Co-ordinating the support for children with SEND needs and developing the school's SEND policy to make sure the needs of these children are being met.
- Working closely with parents of children with SEND to ensure that they are as fully involved and informed as possible about their child's learning.
- Liaising with the dedicated teacher where a Looked after Child has SEN.
- Liaising with outside agencies, which may come and support your child's learning e.g. The Speech and Language Therapist.
- Updating the school's SEND register and making sure that there are records of each child's progress and learning needs.
- Tracking children's progress with SEND and analysing the impact of support strategies to ensure they are achieving the best outcomes.
- Providing support for other staff in the school so that they can help children with SEND effectively to achieve the best progress possible.
- Working with class teachers, parents, children and other professionals to write, deliver and review SEND action plans and Education Health and Care plans (EHCPs).
- Working with the Governor with responsibility for SEND.

Class Teacher

The class teacher is responsible for working with your child on a daily basis and:

- Keeping appropriate records on your child and his/her progress, helping to identify their strengths and any areas of need which need support.
- Working with the INCo to identify, plan and deliver any additional help that your child might need. Working with the INCo to share and review assessment and progress information. Informing you of progress at Parents Evenings.
- Ensuring that all additional adults working with your child in school are helped to deliver the planned work for your child, so he/she can achieve the best possible progress.
- Working with outside agencies which may offer advice and help to support your child. Ensuring that the school's SEND policy is followed.

Head Teacher

Mrs Broadhurst, the Head Teacher is responsible for:

- The day to day management of all aspects of the school, including the support for children with SEND.
- Ensuring that the needs of pupils with SEND are met.
- Keeping the Governing Body up to date about any issues relating to SEND.
- Working with the school's Business Manager and Governors to plan and spend money for children with SEND effectively, monitoring the impact of such spending.

SEND Governor

The SEND Governor is Mrs Shirley Allen. She will be kept informed of SEND in the school by the INCo, Head Teacher and by the annual report of SEND in the school. She will make sure that the necessary support is given to any child who attends school who has SEND.

How can I let school know that I am concerned about my child's progress?

- If you have a concern about your child's progress you should speak to your child's teacher either at a Parent's Evening or by arranging another appointment. Your views are important in helping to gain a full assessment of your child's needs.
- If you still have concerns about your child's progress you should speak to the INCo or the Head Teacher.
- If you are still unhappy about your child's progress you can speak to the SEND Governor • Formal complaints should go through the School's Complaints Policy which can be found on the school website or by contacting the office.

How will the school let me know if there is a concern about my child's learning and progress in school?

Regular meetings with staff are held to discuss the progress of all children and to identify if any children are causing concern. Areas of concern are monitored by the class teacher and the INCo. Concerns over progress do not necessarily mean that your child has SEND but it is important to identify any needs early on so that the appropriate support can be given. If your child is identified as experiencing difficulties the school will set up a meeting to discuss this with you in more detail. During this meeting you will be able to share your views and together we will agree outcomes for your child and plan any additional support that your child may need. We will also discuss with you any planned referrals to outside agencies. The school will also listen to and address any concerns raised by your child. A date to review your child's progress will also be set with you.

How is Castle Hill School accessible to children with SEND?

- Castle Hill School has ramp access at the front of the building. It has an accessible toilet. Classroom equipment is accessible to all children regardless of their needs and where additional needs are identified (e.g. hearing impairment) further advice is sought.
- Extra-curricular activities are available and accessible to children with SEND.
- Children with specific needs will have additional members of staff to help them access the school and the curriculum.

What are the different types of support for children with SEND at Castle Hill?

Children will have interventions matched according to need. Some children will have support in class; others will be withdrawn for short periods to work on intervention programmes or to focus on individual work, while some will work on a differentiated curriculum in groups.

Class teacher input: All teachers are teachers of children with SEND and endeavour to provide

excellent classroom practice.

- The class teacher will have the highest possible expectations for your child and all the children in his/her class.
- Assessment will be used to establish where your child is on their learning journey. Careful planning will build on what your child already knows, aiming to remove barriers to learning and address any areas of difficulty.
- Different techniques and ways of teaching are used to fully involve children in their learning in class.
- Specific strategies are put in place to support your child to learn – these may have been suggested by the INCo or outside agencies.
- Your child's teacher will carefully check your child's progress and will decide how to support your child to help him or her make the best progress possible.

Specific Group work with a smaller group of children

- These groups are called intervention groups or nurture groups.
- They can be run in the classroom or outside of them.
- They can be run by a teacher or teaching assistant.
- Your child will engage in the group session working on specific targets to help him/her make more progress.
- Sometimes an external professional will help support and guide these groups e.g. The Speech and Language Therapist.
- The groups are reviewed every half term to decide if they need to continue, be adapted or stopped.

Specific Individual support

- This can be provided in the classroom setting or outside of the classroom.
- This is usually provided via a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP). The EHCP outlines the type of support required and how this support will be delivered.
- Children who receive this support have been identified by the class teacher, INCo and outside agencies as needing a particularly high level of support.
- Outside agencies such as the Advisory Teaching Service or the Educational Psychologist can help to provide more specialist assessment and advice.
- A request for an EHCP may be needed.

How is extra support allocated?

The school budget, received from Gloucestershire Local Authority, includes money for supporting children with SEND. Money is also received from other local authorities if a child is supported by them. The Head Teacher decides on the budget for SEND in consultation with the school governors and the business manager.

Funding may be used to employ teaching assistants to work with children with EHCPs, individuals and groups with SEND and to meet staff training needs.

Other resources are purchased for use with individuals and groups as appropriate. All resources/training and support are reviewed regularly and changes made as needed.

How are the teachers in school helped to work with children with SEND and what training do they receive?

- The INCo works with class teachers to help plan for children with SEND.
- Whole school training is given to staff as and when appropriate.
- Staff that need additional training are either sent on training courses or are provided with in house training when needed.

- The INCo is involved with the Gloucester Primaries SENCo cluster.
- Outside agencies such as the Educational Psychologist (EP) and Advisory Teaching Service (ATS) are involved in training and giving advice to TAs and staff as well as specialists such as the Speech and Language Therapist.
- Services which visit the school and help with support/advice and training include:
 - School Nurse
 - Speech and Language Team
 - Advisory Teachers for Visual and Hearing Impairment and Communication and Interaction needs
 - The Behaviour Team
 - Educational Psychology Service
 - Specialist Health Advisors e.g. Specialist Diabetes Nurse

How will teaching be adapted for my child with SEND?

- All pupils have the right to a broad and balanced curriculum. All pupils with SEND are taught with their peers in mainstream classes by the class teacher and study the curriculum appropriate for their needs.
- All relevant teaching staff are aware of the Early Years Foundation Stage Learning Goals and the programmes of study and the statutory requirements of the National Curriculum.
- All teaching and support staff aim in their planning to anticipate the needs of children with SEND and to remove the barriers to their learning. Learning objectives are matched to the needs and abilities of pupils. Teaching staff use a range of strategies to help develop each pupil's knowledge, understanding and skills.
- Where appropriate materials are modified or support is provided to enable pupils with SEND to access the learning and assessment process. Specific resources or strategies may be used to support children individually or in small groups.
- All teachers with the INCo, Head Teacher and Senior Management team regularly review issues relating to pupils with SEND to ensure that the most effective strategies are in place.

How will the school measure the progress of my child?

The school continually monitors the progress of all children in the school. This takes place in the following ways:

- Progress is continually monitored by the class teacher with termly formal assessments carried out.
- Data from these assessments is recorded in line with the Early Years Foundation Stage Profile and National Curriculum requirements. Children who may not be meeting the National Curriculum
- Requirements may be assessed against a more sensitive levelling approach using the Pre Key Stage Standards.
- At the end of each Key Stage (Year 2 and 6) children are formally assessed using Standard Attainment tests (SATs). These are a Government requirement and results are published nationally. In addition, children in Year 1 will also complete a Phonics Screening check.
- Children receiving additional support will have this evaluated at the end of every half term to ensure that the support is effective and to assess whether it needs to be continued, adapted or stopped.
- Children with a SEND action plan will have this reviewed at least termly with you. • The progress of children with an EHCP is formally reviewed at an Annual Review meeting with all adults involved invited to attend. The child or young person will also be invited to attend the meeting as appropriate and their views listened to.
- The INCo monitors the progress of all children with SEND with the Headteacher and Senior

How will the school support your child as they move between classes or to another school?

- We understand that transition of any sort can be a difficult time for you and your child and carefully plan to ensure that this process is as smooth as possible.
- For children joining us from another setting we work with the previous INCo to ensure that we have all the information we need to meet your child's needs. We will also invite you and your child to visit the school so that we can discuss any concerns and the best way to support your child.
- When moving classes, teaching staff liaise in advance to share information and effective strategies to support your child. Your child will also have an opportunity to meet their new teacher and visit their new classroom.
- When moving to a new school we will contact the INCo to ensure that he/she knows about any special arrangements and we will ensure that records are passed on.
- When moving to secondary school we will arrange to meet the INCo to talk about ways to support the transition process. There may be a specific meeting to help you and your child prepare for the move and your child will be able to visit their new school.

How can we support you as a parent of a child with SEND?

- The class teacher is available to discuss your child's progress or any other concerns you may have. The class teacher will share information about what is working well in school and will listen to what is working well at home so that similar strategies can be used.
- The INCo is regularly available to meet with parents and to discuss any concerns that you may have.
- The INCo can also provide information about the Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) for Gloucestershire and other local services that may be a support to you and your child. The Gloucestershire Families Directory offers a wide range of information to support families. You can access it by clicking on the following link. <http://www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/home.page>
- If outside agencies have been involved with your child (this will only be done with your consent) we will feed back to you and share any support strategies that have been advised. If a report has been produced you will receive a copy.
- SEND action plans will be reviewed and planned with you three times each year and EHCPs will also be reviewed annually.
- Classroom learning will be adjusted to meet the needs of your child and where changes are significant you will be informed. Help will also be given on how to support your child's learning at home.
- If it is considered helpful a home/school communication book will be set up to help support communication between home and school.