

SEND INFORMATION REPORT 2022-2023



Our Commitment to Children with SEN

At Castle Hill School we are fully committed to **inclusion**. We want all pupils to be fully involved in every aspect of school life, including lessons, activities, trips, experiences and after school clubs. We always strive to remove potential barriers to success.

We have high aspirations for SEND children and want them to become independent, engaged learners who have high self-esteem.

Staff consistently work to ensure children's needs are catered for in all aspects of school life.

We work with parents and other settings before children join us as they transition to their next school.

My SEN child absolutely thrives at Castle Hill. This is down to the excellent support of the SENCO and the team, who have since day one gone above and beyond to give her the ability to access learning.
We thank you.

What is a Special Education Need?

- A child has a SEN if they have a learning difficulty or disability which calls for additional or different educational provision
- This may mean that they have a significantly greater difficulty in learning than others of the same age

What is a disability?

- Some children who have SEN *may* also have a disability. This is a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities (long term is defined as a year or more)
- This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as diabetes, epilepsy or cancer
- Schools have a legal requirement to meet the needs of children with medical needs
- At Castle Hill, this is done using an individualised support and resources plan
- We are committed to preventing disabled children being treated less favourably than other pupils which begins at admission
- Not all SEN children have disabilities!

What is a Special Education Need (SEN)?

Types of SEN- The SEN Code of Practice (2015) outlines Four Broad Areas of Need
At Castle Hill Primary School we provide for them all

Communication and Interaction

Children with **speech, language and communication** needs have difficulties in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.

The **Autistic Spectrum Condition** (ASC) comes under this area of need, children with ASC are likely to have difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact how they relate to others.

Cognition and Learning

Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of need including moderate, severe, and profound learning difficulties. Specific learning difficulties affect one or more aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health

Children may experience a wide range of **social and emotional** difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviours. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms which are unexplained. Other children may have disorders such as attention deficit disorder, attention deficit hyperactivity disorder or attachment disorder.

Sensory and/or Physical Needs

Some children have a disability. Many children with vision impairment, hearing impairment or a multi-sensory impairment will require support and/or equipment to access their learning.

How does the school know if my child needs extra support or has SEN?

We may already know that your child needs extra support or has a SEN, for example:

- If your child has come from a previous school or a preschool which has passed information to us
- If you have shared information with outside agencies with us

It may be that we identify the SEN ourselves. Children are regularly assessed, teachers would notice, and act, if a pupil is not making expected progress. This may highlight that the pupil needs additional support. If this happens, we have clear paths to follow and intervention can happen at each stage. A child will move through the steps if progress can't be seen.

- The teacher will discuss the concern with the parent/guardian and will agree a plan of targeted support
- The teacher will raise a concern with the SENCO
- The SENCO may follow this up with an observation or further assessment. The SENCO and teacher will decide upon a course of action (e.g. small group intervention, different strategies or additional resources). Parents/Carers will be involved and informed
- This may mean that the pupil requires support through 'My Plan'
- If, after a period, we find that this course of action is not making an impact on the pupil's learning, behaviour or wellbeing then, we may, with parental consent and involvement, make a referral to an outside agency such as a Specialist Teacher or Educational Psychologist.

How is my child's learning, tracked, assessed and recorded?

All children are included in our assessment and tracking throughout the year. They are tracked against their **baseline**. We keep a SEN register of children receiving additional and or differentiated support.

Teachers keep track of children's progress and present this to the Headteacher and subject leads at Pupil Progress each term.

Children with a SEN need may have a 'My Plan'. These contain important information about them and their targets. These are updated each term and are shared with parents, as parental voice is an important aspect of planning. The plans follow the "[Assess, Plan, Do, Review](#)" cycle.

The support for my children has always been there when I've needed it. I'm not good at asking for help, but the SENCO has stepped up and supported me and my children.

I never feel judged and can always speak freely with the SENCO and all of the teachers and teaching assistants.

What support might your child receive?

It is important that ALL children have high quality teaching. Children at Castle Hill Primary School are catered for in carefully planned and differentiated groups. This means teaching can be tailored to individual needs and scaffolded appropriately. If a child needs additional support, we will implement intervention groups and additional resources. These groups can focus upon any area of the curriculum, social or physical skills.

It may be that a SEN pupil needs focussed one to one time, to support them with a specific target or area of need. This support will be with a teacher, teaching assistant or outside agency professional.

Interventions are intended to enhance children's learning and increase their progress. Bearing this in mind, it is important to us that children do not miss out on high quality teaching in Maths and English, so children are not usually taken out of class during this time.

Our interventions are not necessarily just for academic difficulties. We know that there are social and emotional special needs, and we aim to tailor learning to address the overall well-being of the children. The school pastoral support room "The Green Room" is dedicated to social and emotional wellbeing. Extra pastoral arrangements include our Pastoral Lead Ellie Makri, and School Learning Mentor Jan Spencer. We are mindful of bullying linked to SEN and work rigorously to prevent this.

Some children need specialist equipment. We work closely with outside agencies to source and implement the use of this.

How are children involved in decisions around SEN support?

We involve children in the planning of support (in age appropriate manner). We talk with children about their work and wellbeing. They are involved in the creation of their pupil profile. We recognise the significance of pupil voice. When children feel involved, they learn to recognise their own barriers and work with us to remove these. We work hard to help children recognise and celebrate their successes.

Who are the staff that might support my child?

Firstly, and foremost, your child's **Class Teacher** who will be your first point of contact.

Teaching Assistants are attached to each key stage. These staff members can provide support in class, in intervention groups and on a one to one basis.

The **SENCO** (Special Needs Coordinator) is responsible for the overall monitoring of education for children with special needs and ensuring that the SEND policy is implemented.

The **Headteacher** is responsible for the overall learning of all pupils.

Specialist Support Staff from outside agencies who work in partnership with school staff.

Staff Training

- We ensure we have a **well-trained staff** able to meet the needs of children with SEN
- Staff are trained to adapt our **broad and balanced curriculum** to meet individual or group needs
- Training is arranged depending on the needs of the children currently on role
- All staff attend courses aimed at improving knowledge of specific needs and improving support for the children
- If a child has specific conditions or medical need, training is arranged. We work closely with parents/ guardians
- The SENCO keeps up to date with development through local and national meetings and training
- We work closely with medical professionals to write **Medical Health Care Plans** and where appropriate risk assessments
- Key staff are trained to provide personal care discreetly and with dignity fostering independence wherever possible
- Staff have mental health training which is regularly reviewed and updated

Is the school accessible for my child?

Castle Hill Primary School is mainly on one level except for the Year 5 & Year 6 classrooms which are on the first floor which is accessed by 2 flights of stairs. We can make adaptations for children with specific difficulties. We take advice from medical professionals where appropriate.

The car park is dedicated to staff but on request the school will grant access for children with mobility difficulties.

We have an Accessibility Plan which is available on the website and is updated annually.

What other information will be useful?

Our **SEN Policy** is on the school website.

Gloucestershire County Council have a Local Offer. This is a "front door" to information about education, health and social care.

What information is included in the Local Offer?

Through the web pages in the SEN section you can find:

- How educational settings support children with SEN
- Information about health services
- Information about specialist support services
- Information on the Education, Health and Care Assessment and plans
- Information on school transport
- Information about how schools are funded to support children with SEN
- Resources and guides
- Parent Support Programs

Here is the link to the Gloucester Families Directory-

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

Working in Partnership with Parents

At [Castle Hill Primary School](#), we believe children progress when [home and school work together as partners](#). Parents are invited to be fully involved in the planning and evaluation of their child's provision. We value working with parents, as they can provide an insight into their child's development.

We invite new parents in to visit us. If your child is joining in the Reception Year we offer a welcome and information meeting. If your child has a Special Educational Need (SEN), you can meet with the SENCO prior to your child starting. We also arrange visit days for children to help with transition, for a child with SEN these are personalised.

The SENCO will gather parental views to inform future practice. There will also be opportunities for parents to meet with the SENCO, as part of a SEN forum.

Parents are invited into meet with staff to review progress on at least a termly basis. If outside agencies come into school, where possible, parents are invited into meet with them. Parents are welcome to book an appointment with the class teachers or SENCO if they would like advice or to raise a concern.

Evaluating the Effectiveness of SEN provision

The Leadership Team hold termly [Pupil Progress](#) meetings to track progress from a baseline. The SENCO reports on a termly basis to the Governors and progress is also overseen by the Local Authority. All interventions are monitored to ensure that extended outcomes are met.

Enquiries

If you think that your child has SEN please speak to your child's teacher in the first instance, they will have the best knowledge of your child and will be able to answer your questions.

Please feel free to contact the SENCO, [Sarah Banner](#), if you have any further enquiries.

Sarah works in school Monday- Wednesday. A message can be left for her with the office staff or she can be contacted at admin@castlehill.gloucs.sch.uk

If you have any complaints about the school arrangements for SEN then please ask for a copy of the Complaints Policy from the school office.

Provision for Children with SEN

At Castle Hill Primary School the curriculum is made accessible for all pupils with SEND through scaffolding by class teachers using groupings, concrete equipments and other flexible support..

We have access to a range of supporting agencies and Family Support. If a child's rate of progress stops or slows down, we may open an Early Help Assessment (EHA) and request support from the most appropriate outside agencies.

We have a disabled toilet hygiene room.

We remove barriers to learning by making reasonable adjustments to provision.

Interventions are carefully monitored to ensure children make progress against their expected outcomes.

Background Information

We are a primary school with capacity for 211 children ages 4-11 years.

We aim to ensure that all children in school are encouraged, valued and accepted equally, regardless of their ability or behavioural needs. Castle Hill Primary School prides itself on its inclusive nature. The school has a high number of staff who have a wealth of experience in successfully supporting children with a range of sometimes complex needs.

Data

Inspection Data Summary Report (IDRS),(Feb 2023, stated that at Castle Hill 13 % of children are identified as SEND. This is close to the national average. In March 2023 school data for SEND was 20.3% of pupils are identified SEND. 9.95% are also on our monitoring register. The IDSR reported that 1.4% of pupils have an EHCP, this is below the national average. School data for March 2023 is 3.79% all children have an EHCP. This is growing rapidly.

Universal provision for ALL pupils	Targeted support for some pupils identified as needing help to achieve good progress	Personalised provision for pupils with Special Educational Needs or Disabilities
<p>High Quality First Teaching, including: well differentiated work to match the needs of ALL learners; guided groups; dyslexic friendly classrooms; multi-sensory approaches; Enable Tables with equipment for children to use to help them regulate their own learning; appropriate use of ICT; clear behaviour policy and accurate assessment and effective feedback. Training in special educational needs is ongoing and as required.</p> <p>Ongoing Assessments and Pupil Progress Meetings ensure high expectations for all, identify those in need of targeted support and ensure resources are used effectively. We hold parent meetings at the start of the year to get to know the children.</p> <p>Communication with parents / carers, including daily teacher accessibility; parent consultations twice a year and annual reports.</p> <p>Involvement & inclusion of learners, through engaging learning contexts; individual learning programmes, explicit learning about learning; encouragement of pupil voice; peer and self assessment and personal targets.</p> <p>All class teachers have a Provision Map which details any extra support a child has in the classroom from using a pencil grip, to having a positive behaviour chart.</p> <p>Key point: all teachers plan lessons and activities to support all learners</p>	<p>In-class support</p> <p>Given by Teacher or Teaching Assistant during specific lessons through whole class teaching or guided groups.</p> <p>Intervention groups Interventions are put in place to meet the child's needs in one of the following four areas:</p> <ul style="list-style-type: none"> - Communication and interaction - Cognition and learning - Social, emotional and mental health - Sensory and/or physical needs <p>Led by the Teacher or a Teaching Assistant in close consultation with the Class Teacher, with the aim of making accelerated progress over a set amount of time.</p> <p>The impact of these interventions is closely monitored through Pupil Progress meetings and the Intervention Audit.</p> <p>Key point: extra help will be planned by teachers and children will attend small group sessions to help them</p>	<p>We aim to remove barriers to learning and ensure children participate in mainstream education.</p> <p>SENCO: Sarah Banner is our SENCO with dedicated time for the monitoring, liaison and administration of SEN provision.</p> <p>Specialist Agencies: We may ask an outside professional to help; from the Advisory Teachers Service, Speech and Language Therapist, Educational Psychologist, Occupational Health, Physiotherapist, Family Support Worker, Visually Impaired Team and Hearing Support Team, Play Therapists, School Doctor/Nurse or CAMHS. Specialists may come and observe a child, speak to staff/parents and then write a report with recommendations.</p> <p>The additional involvement of parents/carers, in identifying, meeting and reviewing the needs of their child(ren). This involvement may be meeting with the class teacher, attending an annual person-centred review meeting or creating an Early Help Assessment (EHA) with the SENCo or attending a Team Around the Child/Family (TAC/F) meeting. The SENCo is available on Monday- Wednesday, or by email.</p> <p>Castle Hill Primary School Pupil Profiles are written for any child who has been placed on the SEN register. These specify which areas of learning cause difficulty, what the child's preferred learning style is, their interests, top tips and parental voice. The document ensures all supporting adults have access to relevant information about a child and ensures the most appropriate support is provided. It also specifies the identified provision and individual targets. The profiles also contain information and recommendations from involved outside agencies and the school's response to these.</p> <p>Education, Health & Care Plans in line with the SEN Code of Practice 2014 and Equality Act 2010 an EHC Plan is created alongside the pupil, parents and professionals. It details the specific strategies, support, resources and targets in place for the child and is reviewed annually through a person centre review meeting.</p> <p>Key point: we will work with you and professionals to support your child in the best way possible</p>