



Adventure together, learn forever

The Castle Primary School's offer for pupils with SEND

The Castle Primary School is a mainstream primary school with approximately 320 pupils on roll. We are committed to providing a high quality education to all the children in our school. We believe that all children, including those identified as having special educational needs, have a common entitlement to a broad and balanced curriculum, which is accessible to them, and to be fully included in all aspects of school life. The school has a Communication and Interaction Resource Base (CAIRB) for children with Autistic Spectrum Disorder. Access to the unit is controlled by the 0-25 team.

Our shared vision is that The Castle Primary School will be a safe, happy, inclusive environment with high expectations and standards. Our curriculum is designed to engage our children in wondering about their environment, people, places and circumstances. We want our children to be enthusiastic, self-reflective learners who are free to take risks so they can learn from their mistakes. In order for this to happen our curriculum must be an exciting one; one where there is something worth finding out about, one that is supportive of struggle, rewards efforts and perseverance in the pursuit of excellence.

Miss Louise Richards is the SENCo for the school and can be contacted via email lrichards@the-castle-primary.devon.sch.uk or phone 01884 253398. SEND within the school is managed within a team.

Mrs Catherine Noble is the Head Teacher and part of the SEND team, she can be contacted via email sen@the-castle-primary.devon.sch.uk or phone 01884 253398.

The Local Authority's local offer is published at: <http://new.devon.gov.uk/send>

How do we identify if a child has special educational needs?

The school uses a variety of methods to identify children with special needs:

- Early identification through screening e.g. Speechlink and Language Link screening
- Consultation with parents
- Feedback from teachers and teaching assistants to the SEND team
- Liaison with external health professionals such as school nurse or paediatrics
- Liaison with an educational psychologist, specialist teachers and other external agencies e.g. speech and language therapists
- Transition meetings with pre-school settings
- Liaison with Family Support Advisor

The SEND team are responsible for :

- Developing and reviewing the school's SEND policy
- Co-ordinating all the support for children with special educational needs or disabilities (SEND)
- Ensuring that parents are: involved in supporting their child's learning, kept informed about the support their child is getting and involved in reviewing how they are doing
- Sharing information with school staff about pupils' special educational needs and provision that needs to be in place.

How does the school make provision for pupils with special educational needs?

Universal Provision

The school aims to include every child in as much learning alongside their peers in the mainstream classroom as possible through Quality First Teaching. In the first instance, teachers carefully plan the curriculum, differentiating appropriately, to match the needs of their class or set. The school provides a wide range of support to facilitate this including additional adults (teaching assistants), Communicate in Print (visual aids), equipment/aids (e.g. pencil grips, ipad programs, coloured overlays). This provision is open to all pupils across the school.

Targeted

It is recognised, however, that some children may need **additional or different** provision for varying amounts of their timetable e.g. children may work in smaller groups or on a personal timetable. Sometimes children may need to follow specific program as advised by professionals e.g. a speech and language program. These children will be added to the school's SEND register after discussion with parents.

Where pupils do require interventions that are **additional or different to** universal classroom provision, these will be outlined termly in an SEND Support Plan. This plan is written collaboratively between teachers and the SENCO and discussed with both the pupil and their parents.

Targeted and/or specialist

For pupils with more complex special educational needs, school may apply for an Education Health Care Plan (EHCP). This is a legal document which sets out the provision with schools must provide. This document is reviewed annually at a meeting with school, parents and external agencies as required and updated and monitored by the Local Authority.

Parents are able to request additional meetings with the SENCO via phone or email at any point throughout the school year.

Support for the wider family

If support for the family is also required, then the Early Help process is started. A Team Around the Family (TAF) meeting will be held and documented on the Right for Children website to enable other professionals access to the support for the child/or family. The family will then meet regularly at TAF meetings with either the SEND team or Family Support Advisor (FSA), other professionals can also run TAFs.

Looking after pupils' well-being

At The Castle Primary School we pride ourselves on caring for the overall well-being of the child. We do this in a number of ways:

- We have a Family Support Advisor (FSA)
- We have varied opportunities at lunchtimes for pupils who need some space or support at this time
- We offer support in personal care where needed (pupils have personal Intimate Care Plans)
- We create bespoke behaviour plans as needed
- Our staff are supported through ongoing CPD delivered by our educational psychologist to support children with emotional needs
- We actively seek advice from external professionals e.g. Occupational Therapists to ensure we are skilled in supporting all different types of special educational need
- We have staff who are trained to deliver Attachment Based Mentoring
- We run an Incredible Years parenting course

All children, regardless of need, have access to the range of extra-curricular activities that are offered by the school. Where needed, support is provided at the beginning and the end of the school day and during lunchtimes and breaks if it is deemed necessary.

The school evaluates the effectiveness of its provision for pupils through a range of strategies including feedback from parents, pupils, staff, professionals and data analysis.

What specialist support is available?

Miss Richards has worked in both mainstream and specialist schools and previously qualified as a speech and language therapist. She is also trained to deliver specialist teaching to pupils with specific learning difficulties such as dyslexia. Miss Richards is also part of the Communication and Interaction Team (commissioned by the Local Authority) and can provide specialist support to pupils with speech, language and communication needs. She attends regular CPD courses and seeks advice from external professionals where appropriate.

Mrs Noble was trained as a Sendco in 2007. She continues to attend courses to further her professional development and is supported by Babcock's SEND Advisor and the school's Educational Psychologist.

Staff and Governors have been trained on the 2014 SEND Code of Practice. The Family Support Advisor, Mrs C Harper, works individually with parents offering personalised support programs tailored to the specific needs of the family. The school runs the Incredible Years Parenting program.

Staff CPD/Training

Both teachers and teaching assistants receive internal or external CPD as required in areas such as:

- Speech, Language and Communication Needs
- Funfit/sensory diets
- PIPS (Passive Intervention and Prevention Strategies)
- Attachment Based Mentoring
- Counting to Calculating and Multiplicative Reasoning
- Additive Reasoning
- Fisher Family Trust wave 3 reading
- Lego therapy
- Devon's enhanced autism programme (DEAP)
- High Five (fine motor skills support)
- Narrative therapy
- Colourful semantics

External professionals/Agencies

The SEND team accesses support from professionals as required such as the Communication Interaction Team, Hearing Impairment, Speech and Language Therapists, CAHMS, Occupational Therapists, Physiotherapists, Behaviour Support Team, ICT team. We also meet with the Educational Psychologist once a term to arrange any assessments/support for individuals.

The school has access to other organisations and agencies such as Balloons - bereavement, Early Help Forum, YSmart, social workers and has excellent links with the school nurse who supports a number of families in the school.

How do we support transition between phases in Education?

- Foundation staff, liaise with staff from pre-school settings and support agencies prior to children starting school. Concerns are brought to the SEND team's attention and where necessary further meetings are arranged to support a smooth transition to school.
- Class teachers of children joining from other schools receive information from the previous school. If there is an SEN issue the SEND team will telephone to further discuss the child's needs. When children transfer from our school the SEND team will telephone to further discuss the child's needs. When children transfer from our school, the SEND team will pass on any relevant information. In the case of transfer to Secondary School, the SEND team will meet with the named Secondary SENCo to discuss provision. Where relevant, bespoke transition arrangements will be made to support the child with their transition either to our school or to their next school in consultation with the child and parent.

***This is a working document and will continue to be amended as a result of the continuing consultation with parents, pupils and other stakeholders.
(Oct 2020)***