



Castle School Special Educational Needs and Disabilities Offer

This document describes what we do to support our young people throughout their time at Castle and during the transition process at 16 and/or 19.

Castle Vision

Castle School is a community working together to make a difference by:

- Respecting and valuing ourselves and others
- Having fun learning, playing and socialising
- Aiming high and celebrating success
- Preparing for life in the wider community

We are an all age Special School for pupils with a wide range of complex learning difficulties. All of our pupils have a Statement of Special Educational need (to become an EHC Plan).

Pupils are grouped in classes of 8 - 10 according to age and learning style. They follow a curriculum which reflects their individual level of need.

This may mean they follow:

- EYFS Curriculum
- A modified Primary or Secondary curriculum
- A supported class based curriculum in Primary
- A personalised bespoke curriculum in Secondary
- Clearly defined accreditation routes at KS4 and 6th Form



'Classes are grouped together according to age, but also so that pupils who share similar styles of learning can be taught together'

Ofsted 2013

Learning Curriculum



'A vibrant and exciting curriculum'

Ofsted 2013

What is available for our children and young people?

- A varied, broad and exciting curriculum
- Schedules of work designed to meet the needs of all learners
- Detailed planning for all subjects with differentiated outcomes for every pupil
- Personalised Learning Targets written termly for all subject areas
- Individual Education Plans written twice yearly linked to Statement of Special Educational Needs (soon to be Education Health and Care Plan EHCP)
- On-going assessment of pupil progress and attainment
- Detailed analysis of data for
 - Whole school
 - Individual pupils
 - Groups of pupils
- Opportunities to take externally moderated qualifications
- Regular contact with home via email and home/school book, phone and visits
- Functional learning in meaningful contexts
- A variety of trips both in the local vicinity and further afield used to enhance learning
- Lunchtime clubs are in place to support learning

In addition

- Behaviour Support Plans used to underpin learning
- Risk assessments in place when needed for identified pupils
- We use a variety of methods to support communication including PECs, Makaton and talking with symbols.
- Multi-disciplinary meetings are held regularly to ensure a wrap around approach
- Regular whole school events are held to underpin curriculum activities
- Additional targeted interventions

Support



What is available

- Small class groups
- High level of staffing in classes according to need
- Regular school meetings to disseminate knowledge and information
- Weekly class meetings to review programmes/progress
- Support programmes devised by SALT, OT and Physio are developed by the team
- Level 4 Teaching Assistants support Key Stage developments and individual pupils
- Intervention Programmes delivered for individuals or small groups by Teaching Assistants.
- Lunchtime /After School Clubs
- SEAL programme, thought for the week underpins our school day
- Highly trained staff

In addition

- Bespoke support if necessary
- Staff offer support through a variety of structures
- Regular staff meetings/KS meetings to ensure continuity
- Support available from external teams eg Social care
- Buddy and mentor programmes in place

'The vast majority of pupils make good and sometimes outstanding progress'

Ofsted 2013

Teaching Approaches



- Appropriate grouping used for pupils needs
- Specialist subject teaching available
- Clear structured and focussed visual support in all classrooms. This will include schedules and timetables.
- Regular team meetings to discuss curriculum access and pupil updates
- Staff have a variety of expertise used across the school
- Accreditation routes offered according to need
- Intervention support identified through T.A.C (Team around the child) meeting
- Additional support is provided where necessary
- Access to specialist rooms eg soft play, multi-sensory, hydrotherapy
- Extra curricular activities
- Senior leader with responsibility for behaviour support
- Play therapist
- Music therapist (These are dependant on funding being available)
- Bespoke programmes developed when needed

'Pupils were seen working together in teams and role play was used creatively to make learning fun.'

Ofsted 2013

Physical and Environmental



- Well designed and well-resourced class rooms
- Access to specialist teaching areas ICT, Food Technology, Art, Design and Technology, P.E
- ICT resources in each class base
- Exciting and innovative outdoor play areas that link to learning
- Access to off site experiences Riding for the Disabled, PE activities, swimming
- Opportunities to attend residential experiences Castle camp (Primary), Kingswood, D of E (Bespoke programmes to support learning)
- Access to specialist facilities such as soft play, multi-sensory room/hydrotherapy pool
- Specialist equipment to aid mobility or for communication support

'Staff and pupils have very good relationships and there is a very positive ethos around the school'

Ofsted 2013

Well being



- A supportive learning environment with staff who provide positive role models
- A bespoke approach to behaviour support
- Pupils are supported to make the 'right choice' and develop confidence and self esteem through a variety of school opportunities
- Pupils are offered additional support through nurture groups or social skills groups
- Staff meet regularly to discuss pupil need and well-being
- Regular class, key stage and school celebrations
- Star of the week
- End of Term 'Oscar'
- Focus on developing confidence and self esteem
- Focus on developing appropriate communication skills
- Strong PSHCE curriculum
- Tutor groups offer pastoral support for Secondary pupils
- MDT meetings
- Liaison with outside agencies

'The Headteacher's exceptional leadership has brought about a strong, well-knit community'

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Questions you may have

1. When are children able to attend Castle?

Children must have a Statement of Special Educational Needs and/or an EHC Plan to attend Castle. Admissions are arranged by the START team ([link](#))
2. How does the school know what help my children need?

The Statement or EHC Plan describes in detail your child's needs. This is reviewed annually, taking advice from a range of relevant professionals. How we will meet them is described in the Individual Education Plan (I.E.P). These are reviewed in March and November. Curriculum goals linked to subject areas are set termly and link to programmes of study and ability levels of pupils
We are happy to discuss your child's needs at any time and your child's class teacher/tutor will be happy to help.
3. How will Castle staff support my child?

Each teaching group has, on average, one teacher and 2 - 3 Teaching Assistants. The classes range in size from 6 to 10 children. Pupils can be taught in

 - Whole class groups
 - Small groups
 - 1-1
 - 'Specialist' areas/staff

The class teacher/subject teacher is responsible for the progress and attainment and overall assessment.
In Key Stage 4 and 6th Form all pupils follow accredited courses relevant to their individual needs. This is underpinned by links to post school providers, such as Cambridge Regional College, College of West Anglia and Horizons. Some pupils access work experience placements
The School Governors meet regularly to consider the progress and attainment of all pupils. This is collated and analysed on a regular basis.

4. How will the curriculum be matched to my child's needs?

Our curriculum is based on the EYFS curriculum and the National Curriculum. It has been adapted and modified in order to make it meaningful for our young people. Detailed schemes of work and planning are in place.

Most teachers have a curriculum area of responsibility.

We enhance our core curriculum through a variety of activities both in and out of school. Pupils are encouraged to take part in clubs, activity weeks and residential experiences.

We offer as wide a range of experiences as possible. These give our young people the opportunity to develop both educational and social skills.

'The well-taught study programmes prepare pupils well for the next stage of their education or training.' Ofsted 2013

5. How will I know how my child is doing and how will you help me support my child's learning?

We use a home/school diary so a summary of the day can be given to you and you can write any news from home.

Copies of IEPs/PLTs are sent home for your comments and contributions. Assessments are made on a regular basis and are moderated and shared both in school and with other local schools.

A welcome letter is sent to parents each term which outlines programmes of study for the term.

We have a weekly newsletter and also at least two parents' evenings. An Annual Report is sent home in July.

Families are always welcome into school to meet class teams, key stage teachers or any of the leadership team.

We hold an open morning regularly where you can see the school in action.

6. What support is there for my child's well - being?

The emotional and social development of our young people is given as much emphasis as their academic progress. Our broad, balanced and well planned curriculum ensures that each child's development is approached holistically. Our enhanced staffing provides us with a strong team approach. We have a Multi-Disciplinary Team who are regularly in school to provide advice and support.

PSHCE curriculum offers learning opportunities relating to well-being. Additional strategies such as social groups

7. What specialist services and expertise are available?

We offer a range of specialist support services at Castle. Therapists include:

- SALT
- Physio
- OT
- Music
- Creative Arts

Our school nurse is based at Castle for four days per week.

We can also seek support from Social Care, CAMH educational psychology and other specialist services.

All our staff have experience and training in working with young people with complex needs.

8. What training have the staff had or are having?

All new staff take part in a strong induction programme, supported by internal and external expertise.

All our staff receive a comprehensive and on-going training programme designed to ensure they are fully equipped to meet the needs of young people with complex needs. Staff receive training in Team Teach (positive behaviour support) and there are opportunities to take further qualifications.

Five Training Days are also used to enhance our staff experiences and extended our knowledge skills and understanding
New staff complete a two day induction course and are supported by senior colleagues.

9. How will my child be included on school trips and activities outside the classroom?

All pupils are fully encouraged to take part in school events and activities both on and off the school site. These activities are differentiated, when appropriate, to ensure maximum participation. We place great value on these enhancement activities.

All visits and off site activities are fully risk assessed and parents kept fully informed of when they are taking place.

10. How accessible is the school environment?

Castle is a purpose built area special school and is fully accessible to all staff, pupils and visitors.

11. How will Castle prepare and support my child through educational mile stones?

We have a very thorough transition programme to help to support pupils transferring to Castle, beginning at Castle and moving within our school and moving to provision post school.

We have open mornings for new pupils and their families and our staff attend Year 6 reviews where possible.

Pupils have a transition book and as much liaison as possible is done. Visits are welcomed.

Transition from Castle to the next stage in their lives is also carefully planned for.

Transition co-ordinator, college links, planned programme linked with next placement

Information sharing events such as opportunities afternoon.

12. How are Castle's resources allocated?

Our resources are planned for and delegated to us by the Local Authority

13. How do we decide what type, and how much support, my child receives?

Our delegated budget is divided into 'cost centres' so that the school can effectively meet the needs of all pupils and staff. If additional support is identified then this request would go to the Local Authority. Provision mapping ensures all resources are targeted fairly to the right students.

14. Who can I contact for further information?

Castle School
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Class Teacher Primary

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6th Form Co-ordinator

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Assistant Headteacher Secondary
Senior Leader
Deputy Head
Headteacher
Chair of Governors

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Chair@castle.cambs.sch.uk

Helpful links

Department for Education

www.gov.uk/government/organisations/departmentfor_education

Parent Partnership Service (PPS)

01223 699214 or pps@cambridgeshire.gov.uk

Pinpoint

www.pinpoint-cambs.org.uk

Special Needs Jungle

www.specialneedsjungle.com

Social Care

www.cambridgeshire.gov.uk/info/20107/childrens_social_care

Local Authority

www.cambridgeshire.gov.uk

Statutory Assessment and Resources

01480 372600 or Start@cambridgeshire.gov.uk

Team (START)