



An SEN Information Report will be updated annually to reflect changes and plans within the school. The report states the current provision within Castle School.

What types of SEN do we provide for?

Castle School is a maintained day special school for children aged 3-19. All children who attend our school will be provided with an appropriately paced and differentiated curriculum.

At Castle, pupils' identified needs will be complex and significant in the area of cognition and learning (severe or profound learning difficulties as described in the SEN code of practice). Some pupils may have also associated needs in the areas of emotional/social and communication and interaction (autistic spectrum condition and/or speech and language difficulties). In addition our pupils may need support for mental health difficulties and emotional/social challenges. More detail on our commitment to high quality educational provision for all our young people is detailed on our website and in our School Offer.

What are the school's policies for the identification and assessment of pupils/students attending the school?

All pupils/students will have a Statement of Special Educational Needs or, from September 2014, an Education, Health and Care Plan (EHCP). The school is currently following the timeline provided by the Local Authority in transferring information contained within pupils' Statement of Special Educational Needs to inform EHCPs.

Information on the admissions process to our school can be found on our website.

What is the provision for pupils/students at Castle School and how is it evaluated?

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 will:

- ❖ Provide every child with a total learning experience, which addresses all aspects of development
- ❖ Develop every pupil as an individual; promoting independence, confidence and life-long learning through fun and adventure
- ❖ Promote the highest quality of teaching and support, by developing all members of the school community
- ❖ Create an ethos that is warm, safe, friendly, caring, purposeful, positive and professional
- ❖ Develop self-esteem and a positive self-image
- ❖ Listen to and act upon the voice of pupils
- ❖ Value and celebrate achievement
- ❖ Promote healthy lifestyles
- ❖ Have high expectations
- ❖ Encourage and support all members of our community to work and respect each other

What is the provision for pupils/students at Castle School and how is it evaluated?

- 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 or 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

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

All staff have a responsibility to meet the needs of all the pupils/students at Castle School.

School staff details are on the website. The school contact details are also on the website where you will be able to access the Headteacher, Leadership team or your class teacher.

Staffing levels are enhanced so that pupils are usually taught in classes of up to 12 with a Teacher and a minimum of 2 Teaching Assistants and an appropriate number of additional Teaching Assistants to meet the needs of the class group.

The school receives advice from a range of health professionals in order to meet the needs of the students as assessed by the appropriate professionals. We are working closely with our health and social care colleagues to implement the SEN Code of Practice.

What Training do staff have in relation to the needs of pupils/students at Castle?

All staff have clear job descriptions which detail the required qualifications for each post in school. All staff have a core training programme related to their work within our school; it is the role of the Deputy Headteacher to manage the on-going training needs of all members of the team at Castle.

How will equipment and facilities be provided to support pupils/students at Castle School?

Castle enjoys a purpose built site fully accessible for all users.

Our school website gives details of the extensive specialist facilities we have which include an explore room, learning hub, gymnasium and swimming/hydro pool.

Our Core Offer details the wider range of provision for our young people. This can be found on our website.

All parents and families are welcome to visit the school prior to admission.

What are the arrangements for consulting parents of children/young people at Castle about, and involving them in, the education of their child?

All children and young people in our school are treated with dignity and respect. There is full personalisation of the curriculum for each pupil/student in order that they can access and experience success throughout their school life.

The School Council involves students to contribute and decide on aspects of school life relating to their needs.

The assessment and annual review process of statements of SEN and EHCPs includes the choices and views of pupils/students.

What are the arrangements made by the governing body for dealing with complaints from parents and guardians of pupils and students in relation to the provision made at Castle School?

The process for all complaints is made available on the school website.

How does the governing body involve others - including Health, Social Services, Local Authority Services and voluntary organisations, in meeting the needs of pupils/students at Castle School and in supporting their families?

We have a wide range of staff working together within the school to support the children, young people and their families. Some are employed directly by the school, others have different lines of management.

Classroom staff are employed directly by the school. This includes teacher, teaching assistants and lunchtime supervisors. Admin and site staff are also school employees.

Other professionals work for a range of agencies - some are based within the school, others have office bases elsewhere and work in school on particular days or as necessary.

School Nurses, Speech and Language Therapists, Occupational Therapists and Physiotherapists are employees of Cambridgeshire Community Services NHS Trust. All these professionals work within school, training staff, advising staff, working with children and young people.

The Sensory Service staff including Visual/Hearing Impairment advisory teachers are employed by the Local Authority. They provide staff training and advice on individual children's needs.

Transport to school is organised by the Local Authority not the school. Transport staff are employed by the transport companies.

There are social workers for children/young people with disabilities who are Local Authority employees are based within the Children's Services.

If you have any query relating to these areas it is best to contact the professionals directly. This will ensure that your message/queries/concerns are dealt with in the most efficient way.

What are the schools arrangements for supporting pupils/students in transferring between phases of education or in preparing for adulthood?

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.

Where is the information on Cambridge Local Authority Local Offer published?

There is further detail on our website on our own school offer for SEND and this links to the Local Offer on the Cambridgeshire County Council website

<http://www.cambridgeshire.gov.uk/localoffer>