

SEN INFORMATION REPORT (Version: 2)

The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools **must** publish information on their websites about the **implementation of the governing body's or the proprietor's policy for pupils with SEN.** The information published **must be updated annually and any changes to the information occurring during the year must be updated as soon as possible.** The information required is set out in the Special Educational Needs and Disability Regulations 2014.

The SEN Information Report must include the following information and be cross referenced to the School's SEN Policy, Accessibility Plan and how the school meets its duties under the Equality Act 2010 (and updates issued in 2012).

The kinds of special educational needs that are provided for in school

At Castle Hills Primary School, we strive to maintain our inclusive ethos at all times and aim to provide high quality learning opportunities for a wide range of vulnerable pupils. The school building has carefully planned Access Arrangements and a Disability, Equality and Access Plan in place in line with the disability building regulations.

Under the new SEN Code of Practice 2014, a child has a special educational need if they have provision that is “**additional to or different from**” that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching.

The SEN Code of Practice 2014 also explains that ‘Special educational needs and provision can be considered as falling under four broad areas:

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and/or physical

Many children and young people have difficulties that fit clearly into one of these areas; some have needs that span two or more areas; for others the precise nature of their need may not be clear at the outset.’

At Castle Hills Primary School we aim to support all pupils with their learning journey and embrace an inclusive ethos.

The name and contact details of the SENCO (mainstream schools) and further contacts where parents/ carers may have concerns

For issues or concerns relating to SEN and inclusion, parents / carers can chose to contact the named people below in the order displayed or at their own discretion.

- Class Teacher
- Inclusion Manager (Mrs Karen Brown)
- Deputy Inclusion Manager (Mrs Caroline Embery)
- Headteacher (Mrs Sarah McBride)

Other Useful Contacts;

- Assistant Heads (Mr Neil Harris or Mrs Sarah Cronin)
- Named person for Safeguarding / Children in Care (Mrs Dawn Jobes)
- Named Governor with a responsibility for SEN/D (Mrs Sarah McBride)
- Able, Gifted and Talented Co-ordinator (Mrs Sarah Cronin)
- EAL Co-ordinator (Mrs Sarah Cronin)

Other contacts within DMBC:

Educational Psychology Service: Contact number: 01302 737291 or email psychology@doncaster.gov.uk

The Special Educational Needs Team: Contact number: 01302 737209 or 737210 or 737211
or email sen@doncaster.gov.uk

Parent Partnership Service: Contact number 01302 736920 or email parent.partnership@doncaster.gov.uk

Attendance & Pupil Welfare Service: Contact number: 01302 737235 or email apws1@doncaster.gov.uk

Virtual School for Children in Care: Contact number: 01302 737242
CiCEducationService@doncaster.gov.uk

Children with Disabilities Team: Contact number: 01302 735885 or email dcr@doncaster.gov.uk

Aiming High for Disabled Children (inc. Together Information Exchange, Short Breaks/Direct Payments): Contact number: 01302 862332

Education Standards & Effectiveness Officer – SEN/D: Contact number: 01302 735978
or
email jenni.machin@doncaster.gov.uk

Ethnic Minority And Traveller Achievement Service (EMTAS): Contact number: 01302 734225 or email emtas@doncaster.gov.uk

Policies for identifying children and young people with SEN and assessing their needs

At Castle Hills Primary School we have a number of policies in place which contribute and guide our provision for all pupils. The pupils at our School have also produced some Child Friendly versions for selected policies. Some of our School policies are available on our School website.

Parents / Carers and pupils are invited to comment on any School policy by emailing the School.

Here is a list of relevant policies in school to support the learning and provision for all our vulnerable pupils and pupils with Special Educational Needs (this list is not exhaustive, many other policies may have links to SEN);

- Admissions
- Attendance and Punctuality
- Behaviour
- Disability, Equality and Access Plan
- Intimate Care
- Medicines
- Positive Handling
- Safeguarding
- Special Educational Needs / Disabilities and Inclusion
- Complaints Policy
- E-Safety
- EYFS

Arrangements for consulting parents of children with SEN and involving them in their child's education

If your child is identified as not making progress, the School will set up a meeting to discuss this with you and your child in more detail and to;

- Listen to any concerns you may have.
- Plan any additional support your child may need.
- Discuss with you any referrals to outside professionals to support your child.

Pupil and parent/carer voice is also vital part of target setting and the reviewing of progress of pupils who are supported with a SEN Support Plan or Education Health & Care Plan (EHCP).

Arrangements for consulting young people with SEN and involving them in their education

Children at Castle Hills Primary School are involved in creating their learning targets in all areas (in varied ways dependent on their age), specifically on their SEN support plan. We believe that children know how they learn and they are the best teachers in explaining this to adults in school, therefore creating their small step One Page Profile and SEN support plan with them is crucial.

Children are consulted throughout the school year and within different targeted interventions on their progress and how they feel about the learning they are taking part in. This information guides the development of targets and support towards their SEN.

Arrangements for assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review

Your child's progress will be continually monitored by his/her class teacher. His/her progress will be reviewed three times a year with the Headteacher and Inclusion Manager in reading, writing and numeracy.

At the end of year 6, all children are required to be formally assessed. This is something the government requires all schools to do and the results are published nationally.

Where necessary, children will have a SEN Support Plan with targets set that are designed to accelerate learning and close the gap. Progress against these targets will be reviewed regularly (minimum termly), evidence for judgments assessed and a future plan made. This will follow an 'Assess, Plan, Do, Review' model. This process will take place with the pupil and parent/carer voice included. Interventions are reviewed and analysed every half term, this then feeds into your child's SEN Support Plan.

The progress of children with a statement of an EHC Plan will be formally reviewed at an Annual Review with all adults involved with the child's education. This process will take place with the pupil and parent/carer voice included.

The Inclusion Manager will also check that your child is making good progress within any individual work and in any group that they take part in.

Regular book scrutinies and lesson observations will be carried out by the Inclusion Manager and other members of the Senior Leadership Team will take place to ensure that the needs of all children are met and that the quality of teaching and learning is high.

Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society

We recognise that transitions can be difficult for a child with SEN, and we take steps to ensure that any transition is as smooth as possible.

If your child is joining us from another school:

- The Inclusion Manager/SENCO will attend Annual Reviews when appropriate and invited.
- If your child would be helped by a book/passport to support them in understanding moving on, then one will be made with them.
- Your child and parents/carers will have the opportunity to view the School and meet some of the staff.
- Information about your child will be requested.

If your child is moving to another school:

- We will contact the School Inclusion Manager and ensure he/she knows about any special arrangements or support that need to be made for your child. Where possible, a discussion will take place with the Inclusion Manager from the new school.
- We will make sure that all records about your child are passed on as soon as possible.
- If your child would be helped by a book/passport to support them in understanding moving on, then one will be made with them.

When moving classes in school:

- Information will be passed on to the new class teacher in advance and in most cases a planning meeting will take place with the new teacher. SEN Support Plans will be shared with the new teacher.
- Pupils will have the opportunity to be taught by their new teacher in their new class before the end of the previous year.
- If your child would be helped by a book/passport to support them in understanding moving on, then one will be made with them.
- Furthermore additional transitional visits may also be arranged if needed.

In Year 6:

- The Inclusion Manager and/or year 6 teachers will discuss the specific needs of your child with the liaison teachers from your child's secondary school.
- We will make sure that all records about your child are passed on as soon as possible.
- If your child has an EHC Plan, the Inclusion Manager from your child's next school will be invited to the year 5 and year 6 Annual Review meetings.
- Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.
- If your child would be helped by a book/passport to support them in understanding moving on, then one will be made with them.

- Where possible, your child will visit their new school on several occasions, and in some cases staff from the new school will visit your child in this school.

Approach to teaching children and young people with SEN

If a child is identified as having SEN, we will provide support that is “additional to” and “different from” the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching, and the intention here is to overcome the barrier to their learning. This support is set out on the Schools SEN provision map and Local Offer.

When providing support that is “additional to” and “different from” the differentiated approaches and learning arrangements normally provided as part of high quality first teaching, we engage in a four stage process; Assess, Plan, Do and Review. More information about this process can be found in the SEND policy. All interventions are evaluated half termly.

We pride ourselves in ensuring that all children’s needs are met. This leads to increased staff training in order to support all learners. Any additional training required is always kept up to date. The Inclusion Manager/ Deputy Inclusion Manager take part in termly meetings and network training with the Local Authority to ensure that we are meeting the current requirements for our children.

How adaptations are made to the curriculum and the learning environment of children and young people with SEN; schools should include details of how the broad and balanced curriculum is adapted or made accessible for pupils with SEN

Class teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that your child’s needs are met through a variety of means;

- Support staff, under the direction of the class teacher, can adapt planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups. Adapted resources e.g. practical resources, displays, table top reminders, visual timetables
- Planning and teaching will be adapted, on a daily basis if needed, to meet your child’s learning needs.
- Support from Outside Agencies (direct working and advice for staff)
- Break time support e.g. Lunchtime Support, Other Adult Support.
- Support for parents through the CAF (Common Assessment Framework) as needed.
- Home-school liaison and differentiated homework tasks
- Additional sessions such as Co-ordination groups, Physiotherapy activities, Handwriting and motor skills sessions can be organised where necessary.

- A range of extra-curricular activities and clubs to enhance a variety of skills. (Sport, art, computing, social skills, maths, literacy, baking, gardening, languages.)

The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured

The Inclusion Manager's job is to support the class teacher in planning for children with SEN. The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEN.

Regular TA meetings are also used by the school to disseminate information and train the support staff.

Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class, e.g. Elklan Training – Communication Friendly School.

Evaluating the effectiveness of the provision made for children and young people with SEN

The School budget, received from Doncaster LA, includes money for supporting children with SEN. The Headteacher decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the school governors, the Inclusion Manager and the Senior Leadership Team on the basis of needs in the School.

The Inclusion Manager and the Senior Leadership Team discuss all the information they have about SEND in the School, including:

- the children getting extra support already,
- the children needing extra support,
- the children who have been identified as not making as much progress as would be expected.

From this information, they decide what resources/training and support is needed. The School also identifies the needs of vulnerable pupils on a provision map. This identifies all support given within school and is reviewed regularly and changes made as needed, so that the needs of children are met, and resources are deployed as effectively as possible.

How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN

Castle Hills Primary School strives to achieve participation for all and achievement for all by creating an inclusive 'can do' attitude among our pupils. We value high quality teaching and learning and, as such, each pupil within the school is formally monitored as part of a review process at least twice per year.

The majority of learners with SEN are differentiated for by subject with teachers adapting the curriculum as set out in the Teachers' Standards 2012. More information is available on these at

<https://www.gov.uk/government/publications/teachers-standards>

Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness, and being uncommunicative.

All classes follow a structured Cornerstones curriculum which includes modules focused on PHSCE to support this development. However, for those children who find aspects of this difficult we offer;

- A Social Gardening club for children to learn how to co-operate with one another in a small group and be responsible for looking after a living environment.
- Social groups that can focus on a variety of different social and emotional needs depending on the need.
- Sensory Rooms – to allow pupils to have a space for calm and quiet.
- Worry Box – a postal system where pupils can request a one-to-one discussion with an adult.
- Star Time
- Circle Time
- Emotional Literacy

If your child still needs extra support, with your permission the Inclusion Manager will access further support through the CAF process.

How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families

At Castle Hills Primary School, we embrace additional support from external agencies in order to assist the School in meeting the needs of children and their families. Examples of some of the external provision utilised in School is listed below.

Local Authority Provision delivered in school;

- Autism Outreach Service
- Educational Psychology Service
- Sensory Service for children with visual or hearing needs
- Parent Partnership Service
- EMTAS
- Outreach Support from the Special Schools or Pupil Learning Centre's

Health Provision delivered in school;

- Speech and Language Therapy
- School Nursing
- Occupational Therapy
- Physiotherapy
- CYPMHs

Other External Agencies

Children's Centres

Arrangements for handling complaints from parents of children with SEN about the provision made at the school

At Castle Hills Primary School, we aim to provide an inclusive, supportive and positive learning environment. The provision made for all children, including those with SEN, is carefully planned and mapped out with a focus on enabling children to achieve their full potential and planned outcomes.

If you feel that you would like to discuss the provision in place for your child then please contact the Inclusion Manager, Mrs Karen Brown. If you still need to discuss concerns, then you can ask for a further appointment with the Headteacher, Mrs Sarah McBride.

In addition to this, further guidance can be found in the Complaints policy available on request.

Details of the school's contribution to the Local Offer, including information on where the Local Authority's Local Offer is published

What is the Local Offer?

- In accordance with the *Children and Families Act 2014*, Local Authorities are required to publish and keep under review information about services they expect

to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is the 'Local Offer'.

- The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.
- The Local Authority has gathered information from a variety of providers, including schools, about the services on offer in the local area.

This School SEN Information Report utilises the Local Authorities 'Local Offer' to meet the needs of SEN pupils as determined by school policy, and the provision that the school is able to meet. To view the Doncaster's 'Local Offer' please view:

<http://www.doncasterchildrenandfamilies.info/disabilities.html>

Please note:

The above should include arrangements for supporting children and young people who are Looked After by the Local Authority and have SEN.

Schools should ensure that the information is easily accessible by young people and parents and is set out in clear, straightforward language.

Schools should also make data on the levels and types of need within the school available to the Local Authority. This data will be required to inform local strategic planning of SEN support, and to enable the Local Authority to identify pupils who have or may have SEN. Such data, collected through the School Census, is also required to produce the national SEN Information Report.