

Name of School: Castle Hills Primary School

SCHOOL CONTRIBUTION TO DONCASTER LOCAL AUTHORITY'S LOCAL OFFER FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

The information set out below will be added to Doncaster LA's Local Offer site located under Education (Schools). Presenting this information in a consistent way will enable parents/ carers, young people, settings and services across education, health, care and the voluntary sector to find and compare provision for children with Special Educational Needs and Disabilities.

All settings must co-operate with the LA in the development and review of the Local Offer as set out in Chapter 4 of the SEND Code of Practice (January 2015) and the associated Special Educational Needs and Disability Regulations 2014 (Part 4).

Schools have additional duties under the Regulations to provide more detailed information in their SEN Policy, SEN Information Report and how the school meets the duties of the Equality Act 2010.

Brief description of the school

(age range, size of school, LA maintained/ Academy/Free School and any Mission Statement you wish to include)

Castle Hills Primary School is a Local Authority maintained mainstream primary school that caters for children from 4 years to 11 years.

We offer morning or afternoon nursery places (F1) and have one class in Upper Foundation (F2). There are three mixed classes in Key Stage One made up of year one and year two pupils. In Key Stage Two there is one class per year group for years three, four, five and six.

We enjoy the benefits of a full time Parent Support Worker, and newly appointed Learning Mentor who supports pupils in reducing barriers to learning.

Members of the inclusion team are trained to deliver specific intervention and as a whole school we are currently training to become a communication friendly school.

Our vision is to provide a safe, caring, stimulating and enjoyable learning environment in which enthusiasm for work and progress and success are of utmost importance, we equip each and every child with the skills that are necessary to play a full and purposeful role in society.

Our school moto is 'Being the best we can be'.

How we identify if your child may need additional help and/or has special educational needs (SEN)

Our children's needs are identified and met as early as possible through:

- observation, assessment, target setting and monitoring arrangements (cycle of assessment, plan, do and review)
- listening to and following up parental concerns.
- listening to and taking into account the child's views, wishes and feelings
- the analysis of data including baseline assessments and end of Key Stage achievement to track individual children's progress over time.
- reviewing and improving teachers' understanding of a wide range of needs and effective strategies to meet those needs.
- liaison with schools and other settings on phase and in year transfer.
- exchanging information from other services across education, health, care and the voluntary sector.
- involving external agencies and the Educational Psychology Service (EPS) as a minimum, where it is considered that a special educational need may be significant and long term and may require more in-depth and frequently reviewed cycles of assess, plan, do and review.
- Class teachers keeping records of concerns and surrounding issues to support further access to possible Education, Health and Care Plans as well as SEN Support.

How we involve parents and carers in meeting the needs of their child and in whole school developments

If your child is identified as underachieving and/or having special educational needs, the school will set up a meeting to discuss this with you and your child where appropriate 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 a 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).

We strive to include parents in the consultation of writing a Support Plan and you will be asked to agree to the contents of the support document. There will be periodic reviews of this document; you will be invited to meet with the class teacher to discuss these. Your feedback is important to us in this and we welcome your

contributions.

How we will involve your child in the planning and review of their support

We recognise that all pupils have the right to participate in making decisions about their learning. In most lessons, all pupils are involved in monitoring and reviewing their progress through the use of graduated targets. We involve our pupils by encouraging them to;

- State their views about their education and learning.
- Identify their own needs and how they best learn.
- Have input into the design of the curriculum.
- Share in individual target setting across the curriculum so that they understand their targets and why they have them.
- Self-review their progress and set new targets.
- (for some pupils with special educational needs) Monitor their success at achieving the targets on their SEN Support Plan or Education Health and Care Plan.
- (for some pupils with special educational needs) help to create a 'One Page Profile' of themselves, their likes, dislikes, family, friends, strengths and needs.

How we match the curriculum, teaching and learning approaches if your child has SEN

Well-differentiated, quality-first teaching, 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;

- Planning and teaching will be differentiated to meet your child's learning needs.
- Individual class support where needed.
- Guided group work.
- 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, seating arrangements, lighting, multi-sensory adaptations.
- Low level, short term intervention programmes.
- Individual withdrawal for one to one targeted work.
- Support from Outside Agencies (direct working and advice for staff).
- Break time support e.g. Lunchtime Support, Other Adult Support.
- Home-school liaison and differentiated homework tasks.
- Additional sessions such as communication, friendship, emotional care

groups.

How we provide additional support if your child has learning needs

Pupils will be offered additional SEN support when it is clear that their needs require intervention which is 'additional to' or 'different from' the well-differentiated curriculum offer for all pupils in the school. These pupils will be given targets that are reviewed termly on a SEN support plan.

The whole-school provision map will be used to monitor and track progress of all our vulnerable pupils.

SEN support plans;

- Are a planning, teaching and reviewing document that enables us to focus on particular areas of development for pupils with SEN. They are a working document that will be constantly refined and amended.
- Targets will address the underlying reasons why a pupil is having difficulty in learning.
- Involvement from outside agencies may be appropriate in assessment of needs and planned support.
- Targets for a SEN support plan will be derived through discussions as appropriate with parents/carers, teachers, support staff, pupils and outside professionals.
- Regular monitoring and evaluation of targets.
- Adaptations to the environment and /or resources to allow inclusion to the curriculum and learning.

How we provide additional support if your child has social and communication needs

When pupils are identified as having social and communication needs we are able to work with the Speech and Language Therapy Service in school. Individual targeted work is set by the therapist and work is supported in school in partnership with parents.

Pupils will be offered additional SEN support when it is clear that their needs require intervention which is 'additional to' or 'different from' the well-differentiated curriculum offer for all pupils in the school. These pupils will be given targets that are reviewed termly on a SEN support plan.

The whole-school provision map will be used to monitor and track progress of all our vulnerable pupils.

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- Are a planning, teaching and reviewing document that enables us to focus on

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- Targets will address the underlying reasons why a pupil is having difficulty in their social and communication needs.
- Involvement from outside agencies may be appropriate in assessment of needs and planned support.
- Targets for a SEN support plan will be derived through discussions as appropriate with parents/carers, teachers, support staff, pupils and outside professionals.
- Regular monitoring and evaluation of targets.
- Adaptations to the environment and /or resources to allow inclusion to the curriculum and learning.

How we provide additional support if your child has physical, sensory and/or medical needs

When pupils are identified as having physical, sensory and/or medical needs we are able to work with the agencies and professionals involved in partnership with parents. Individual targeted work is set by the therapist /nurse and work is supported in school.

An Individual Health Care Plan may be necessary and will be written in partnership with health professionals, parents and the pupil.

Pupils will be offered additional SEN support when it is clear that their needs require intervention which is 'additional to' or 'different from' the well-differentiated curriculum offer for all pupils in the school. These pupils will be given targets that are reviewed termly on a SEN support plan.

The whole-school provision map will be used to monitor and track progress of all our vulnerable pupils.

SEN support plans;

- Are a planning, teaching and reviewing document that enables us to focus on particular areas of development for pupils with SEN. They are a working document that will be constantly refined and amended.
- Targets will address the underlying reasons why a pupil is having difficulty or provide additional support in their needs.
- Involvement from outside agencies may be appropriate in assessment of needs and planned support.
- Targets for a SEN support plan will be derived through discussions as appropriate with parents/carers, teachers, support staff, pupils and outside

professionals.

- Regular monitoring and evaluation of targets.

Adaptations to the environment and /or resources to allow inclusion to the curriculum and learning.

An Early Intervention Allowance or Education Health and Care Plan may be requested. This will be through discussions and support from the pupil, parents and professionals involved.

How we provide help to support your child's emotional health and well being

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

- Circle Time is delivered regularly within classes, nurturing respect of others.
- Star Time facilities are available for one to one programmes of support.
- Nurturing groups are delivered with our Learning Mentor.
- Time to Talk a speech and communication programme is delivered weekly.
- Anger management and other emotional literacy programmes are delivered where appropriate.

How we promote developing independence

At Castle Hills we seek to provide an environment that encourages personal development, confidence and independence. Pupils are encouraged to take part in a wide range of social, educational and recreational activities developing independence skills.

Independent learning through;

- Clear Success Criteria.
- Examples of high level work available, modelling.
- Encourage real dialogue by using high level questioning, developing curiosity.
- Encourage pupils to evaluate, celebrate and share their ways of working.
- Encourage pupils to lead the learning.

Independent access;

- Matching individual needs.

- Removing barriers to learning.
- Developing skills in communication.
- Accessing the school community from Breakfast Club to After School activities.

How we measure and review your child's progress against their targets and longer term outcomes

The monitoring and evaluation of the effectiveness of our provision for your child's progress is carried out by;

- Classroom observations.
- Ongoing assessment of progress and tracking.
- Work sampling.
- Scrutiny of planning.
- Target ladders for English, Maths, Computing and Science.
- Moderation.
- Feedback from all staff.
- Pupil and parent feedback, SEN support meetings / reviews.
- Attendance records.
- Intervention records.
- Head Teachers meetings and reports.

How we adapt the learning environment and ensure that our school facilities are safe and welcoming to children with SEND

An accessible environment helps children with SEND take part in School activities alongside their peers. The needs of children with SEND are met by Castle Hills working in partnership with parents, the NHS and other services.

Our learning environment is inclusive to empower our pupils to participate fully. Communication is both visual and verbal. Multi-sensory areas are created for stimulating learning. Contrasting environments are created to allow maintained focus. We understand and adapt the school environment to support and welcome our individual learners.

We meet pupils medical and personal care needs with support from outside agencies and Individual Health Care Plans. Accessible toilets and changing spaces for personal care are at convenient intervals around the school.

Pupil Emergency Evacuation Procedures (PEEP) are in place for any vulnerable pupils.

How we include children with SEND in the life of our school

Castle Hills Primary School include children with SEND in our school by;

- Providing curriculum access for all.
- Meet individual needs through a wide range of provision.
- Carefully map provision for all vulnerable pupils to ensure that staffing deployment, resource allocation and choice of intervention lead to good learning outcomes.
- To ensure a high level of staff expertise to meet pupil need – targeting continuing professional development.
- Work cooperatively and productively, in partnership with the Local authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable pupils.
- Promote self-esteem and emotional well-being through positive relationships and respect.

How we ensure that all our staff are trained and supported to meet a wide range of children's needs

(basic awareness of SEN, enhanced skills and specialist in depth training for staff with additional responsibility for providing advice and supervision)

Castle Hills has an Inclusion team made up of skilled staff who support the delivery of interventions and targeted work.

Our Inclusion Manager and Deputy Inclusion Manager regularly attends local network meetings.

We are supported regularly by several outside agencies, Educational Psychologist, the in-school Speech and Language Team, Occupational Health, School Nursing Team, Health Visitors and other professionals.

The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEN. Staff attend training and courses run by outside agencies that are relevant to the needs of the pupils in their class.

External support and expertise we can call upon to help us to meet children's needs

Effective working links are maintained with:

Educational Psychology Service

The Special Educational Needs Team

Education Standards & Effectiveness Team.

The Pre-School Inclusion Team, Early Years Panel

Parent Partnership Service

Aiming High for Disabled Children (including Together Information Exchange)

Attendance & Pupil Welfare Service

Speech and Language Therapy

Occupational Therapy

Physiotherapy

School Nursing

EMTAS

CAMHS

Health Visitors

Outreach support from Pupil Learning Centres

IFSS – Intensive Family Support Service.

How we prepare children to join our school

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. We pride ourselves at Castle Hills in providing a graduated transition.

- Castle Hills welcomes our nursery children into school initially with a home visit. This allows your child the opportunity to meet their new teacher in the comfort and familiarity of your home. It also enables parents and carers the opportunity to ask questions, discuss their child's strengths and begin the process of building a positive partnership to education.
- For ALL our pupils we will ensure early and timely planning for transition and a timeline produced in partnership with parents.
- A range of familiarisation visits and transition sessions are then arranged.

Enhanced transition can be provided for any child where required. This has previously included:

- Extra parent meetings to discuss strengths and needs, sometimes with the involvement of other professionals as invited.
- Extra familiarisation visits and inductions.
- Social story books around their personal transition.
- Photo key-rings of key members of staff.

Home /school links are actively encouraged throughout the transition and their time at Castle Hills.

If your child is joining us from another school:

- The Inclusion Manager will attend Annual Reviews when appropriate and invited.
- A 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.

Castle Hills welcomes any new enquiries to join our school community. We have a Parent Support Worker who coordinates visits and inductions to our school. A series of meetings, visits and inductions are delivered and again any enhanced transition can be provided for any child where required.

Transition through school is also recognised at Castle Hills to be important. We timetable and plan a comprehensive transition programme for our pupils to meet their new teacher and spend a day and a half with them in their new classrooms with their new class mates in the second half of the summer term. 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 and Education Health Care Plans will be shared with the new teacher.

Enhanced transition is also included here for our identified pupils throughout the school and includes:

- Small group transitions – building positive relationships with their new teacher and friends.
- Social story books around their personal transition.
- For pupils with a SEN Support plan or Education Health Care Plan, reviews in the summer term will invite their next class teacher to attend.

How we prepare children to move on from our school

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.
- Additional transitional visits may also be arranged if needed.
- Parents will have the opportunity to meet the receiving school's inclusion team.

In Year 6:

We will ensure early and timely planning for transfer to a pupil's next phase of education.

- 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 Education, Health and Care 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.
- Transition visits and days to the secondary school will be provided by the feeder school. Any additional visits to the normal one arranged for all pupils will be made in partnership with the secondary school.

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

How we deploy our resources to meet the needs of children with SEND

The range of support deployed is tailored to individual needs following assessment and target setting by pupils, parents, teachers, Inclusion Manager and external agencies. Advice will be discussed with the Head Teacher and deployment will be agreed upon, monitored, assessed and evaluated for impact.

It may be decided that a very small number of the pupils on the SEN list may need to apply for a multi-disciplinary assessment process in order to access high needs funding:

- Early Intervention Allowance funding can be applied for to support for our pupils in Foundation.
- Education Health Care Plan requests can be made for funding support for our pupils in Key Stage 1 and 2. Where the school can evidence that more than £6,000 above the average weighted pupil unit has, or will need to be, spent on a pupil within one financial year, in order to meet their special educational needs.

Contacts for more information

Head teacher/ Principal: Mrs S McBride

Chair of Governing Body: Mrs J Gravells

Address: Castle Hills Primary School

Jossey Lane

Scawthorpe

Doncaster

DN5 9ED

Telephone: 01302 780246

Email: admin@castle.doncaster.sch.uk

Website: www.castlehills.org.uk

SEND Policies and SEN Information Report link(s):

Please note:

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

Please return this proforma to Natalie Foulds, Families Information Service, by email to Natalie.foulds@doncaster.gov.uk or by post to Natalie Foulds, FIS, 3rd Floor, Floor 3, Civic Office, Waterdale, Doncaster, DN1 3BU.

If you have any queries, please contact Helen Barre on 01302 73753, Jenni Machin on 01302 735978 or Natalie on 01302 862136.

Thank you.