

Review—Monitoring Outcomes



Outcomes are specific and achievable but also have an appropriate level of challenge.

It is important that once actions have been put in place they are monitored and evaluated to make sure they deliver the outcomes we want.

- We monitor ISPs to make sure short term targets are being met. Targets are regularly changed and are reviewed every term with parents and pupils as pupil voice is at the heart of the process.
- The impact of interventions is routinely assessed. We assess pupils progress daily in lessons and through marking.
- Data is analysed termly to ensure the progress of all group of pupils and provision reviewed.
- The SENCO or parents are able to request an Education Health Care Plan assessment if a child's needs are profound. The Local Authority will assess and set outcomes if needed.

Parental Involvement

At Castle Hill parental involvement is paramount as by working together in partnership we can enable pupils to achieve.



- Parents are invited to termly ISP meetings where progress is discussed and targets are set.
- Regular communication with parents is made through reading records, newsletters, email and the school's website and through questionnaires.
- 'Calderdale Parents & Carers' are also available to offer advice and support www.parents-and-carers.org.uk

We do our very best to provide for all of our pupils. If you have any worries or feel there is something that your child needs we will always consider our practice and try to ensure that we accommodate their needs. If you have any concerns please contact the Inclusion Manager in the first instance.

Outside the classroom

Inclusion and support staff are outside during all playtimes to ensure vulnerable children have someone looking out for them and to help promote social skills.



To allow all pupils to access residential experiences and other educational trips that Castle Hill offers; risk assessments are carried out using EVOLVE and make accommodation for any special or additional needs. Where required, additional staff will be available to ensure access and safety or all .

Transition

Pupils at Castle Hill go to a number of schools in the area. We ensure that additional transition arrangements are made for pupils with Special Educational Needs. These may include additional visits, meetings with inclusion staff, travel training, additional paperwork and data sharing.

Specialist Services

We work with a number of specialist services at Castle Hill. We call on these services to give us support and advice.

- Speech and Language Therapy
- Occupational Therapy
- ASD Services
- Child and Family Mental Health Services (CAMHS)
- School Nursing Services: LOCALA
- Education Welfare officers
- Hearing and visual impairment teams
- Educational psychologist
- Specialist Inclusion Team
- Early Years Support Team

Castle Hill Primary School's Local Offer SEND Report 2017-18



We make every effort for all our pupils to achieve their potential through meeting pupil's individual needs.

Our School's Visions and Values Statement recognises the entitlement of all pupils to a balanced, broad based curriculum.

This is our local offer and it outlines how we support our pupils with SEND at Castle Hill and what we can provide for our pupils. Our provision follows the assess, plan, do and review model to ensure effective working across the whole school.

The Calderdale Local Offer can be found at: www.calderdale.gov.uk/localoffer

and there is a supporting Facebook page at: <https://www.facebook.com/Calderdale-Local-Offer-1021684324516755/>

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What we can provide at Castle Hill?



Assess—identification

How do we identify special needs?

- Initial concerns are often highlighted by the Class Teachers or Teaching Assistants as they are the people who spend the most time with your child in school.
- Looking at data can highlight pupils who are working below expected levels or are making lower than expected progress. Data is not looked at in isolation.
- Observations by the School Inclusion Manager also help to identify concerns.



Why do we have a SEND register?

- The register helps us to monitor children that we feel are at risk of underachieving. Extra monitoring allows us to intervene quicker if difficulties occur.



- A provision map allows us to plan for those pupils who need additional support and put resources into the required places. This is reviewed regularly and impact evaluated.

Plan— Coming up with strategies

- The first part of the planning process is unpicking the needs of your child. Sometimes we carry out assessments or ask for help from other professionals in order to help us understand what the exact needs are.
- ISPs— is an Individual Support Plan is a planning document where short term targets are set to help your child move on.
- Pupil Passport—together we write a single page profile that tells us all about your child so that all the staff in school know how to help your child.

Do— Our Provision

All of our classrooms are inclusive and every pupil has access to the following:

- A creative curriculum which caters for different learning styles, interests and skills.
- Learning environments which are adapted to the needs of the children.
- Lessons are differentiated to support pupils and to allow them to make progress from their individual starting points.
- Well-staffed classrooms with Teaching Assistants and Support Assistants.
- Staff who are continually trained.
- A high quality of teaching and learning which is well monitored by highly experienced leaders.
- At Castle Hill we have clear policies on behaviour and staff are skilled in dealing with problems if they arise.
- Our anti bullying policy ensures pupils feel safe and secure at our school.
- We are a THRIVE school, which means we cater for pupils Social, emotional & mental health needs, through a whole school and individual approach.

Listed below are some of our specific interventions and arrangements for pupils who's needs are in the four categories of the special needs register.

Cognition and Learning

Maths, we offer a mastery curriculum supported by:

- 123 Maths: computer based Mental Maths.
- Addacus: a basic number provision with lots of physical learning.
- Plus One: short sessions for practicing number facts.
- Catch-up and booster sessions and 1:1 tuition to deliver more specific areas of Maths needs.

English, we offer a mastery curriculum supported by:

- 'Ruth Miskin' Phonics: 1:1 intervention for catch up phonics.
- Ruth Miskin Reading: builds on phonics scheme for comprehension and sentence building.
- Better Reading Partnership: 1:1 reading intervention
- Dyslexia aware staff throughout school who use Dyslexia friendly teaching strategies.

Communication and Interaction

- 'SULP' (Social Use of Language) trained support assistants.
- Socially Speaking
- Delivery of programmes devised by Speech and Language Therapists
- Staff experienced in the use of 'Word Wizard' materials.

Social Emotional and Mental Health

- Access to specialist counselling within school.
- Staff trained and ASD aware and use appropriate strategies to support children learning.
- Access to specialist support for children with ASD and their families.

Sensory and Physical

- Disabled toilets with specialist adaptations to facilitate independent toileting.
- Showering/nappy changing facilities.
- Facilitating Equipment—sloping boards; a variety of pencil grips; a variety of pens and other writing apparatus and ICT equipment.
- Gross & Fine motor skills sessions.