

SEND – Special Educational Needs and Disability- Information Report

Our vision is to improve the life chances of all our children and young people whatever their backgrounds, skills and capabilities. We are committed to and value everyone within our Partnership. Our ambition is to provide the best education we can, enabling our children and young people to become responsible, independent members of society.

The Partnership is committed to all through education, firmly believing that a love of learning should be nurtured from a very young age and that the traditional phases of education should be integrated to secure continuity, progression and high standards.

Who does our school cater for?

Castle Manor Academy is a mainstream 11-19 secondary school which caters for learners with a wide variety of needs. We strongly believe, across the Castle Partnership Academy Trust, that through quality teaching all children can be challenged in their learning to make their best progress. While planning the different learning challenges at all key stages, we ensure that the needs of all pupils and students are met through concise planning and differentiation.

How are additional needs catered for?

On some occasions some of our learners will need to access additional support to that which is available in the classroom day to day. This may be to support with their next steps in learning or to help them access the curriculum effectively. This provision may be in the classroom or in small groups led by a teacher, learning intervention officer or a learning assistant. It may be for a short or longer period of time and will be regularly monitored by the class teachers and SENCo by measuring the progress being made by the pupils. Parents and the child or young person will be consulted and informed about the interventions offered and how they are making progress.

What are Special Educational Needs and how are they identified?

If a learner's needs are significantly greater than those of their peers, or if they have a disability which may hinder their educational progress and attainment, then they are considered to have a Special Educational Need.

Special Educational Needs can be categorised as difficulties with;

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical

Difficulties and slow progress will be identified through the whole school assessment systems, supported by additional testing and monitoring of reading, writing, spelling and Mathematics and through classroom observation.

What provision is in place for children with Special Educational Needs?

Across our Academies, we follow national guidance regarding stages of SEND, which is a staggered approach classed as waves. Learners may move up or down the waves as necessary, according to their needs, alongside consultation with the child or young person and their parents.

Quality first teaching

Teachers plan and deliver learning challenges for all learner groups within the class.

Wave 1

The class teacher, academic tutor or learning intervention officer will discuss progress with the child/ young person and their parents and plan to provide additional support within the classroom, to help secure progress and close gaps in learning. Support will be closely monitored. If no progress is made or further strategies are needed, they will discuss next steps with the SENCo. Parents will be informed about any outcomes and next steps.

Wave 2

The class teacher, academic tutor or learning intervention officer, with the SENCo, may plan extra interventions to support learning if it is felt that a learner needs different or additional support than what is happening within the classroom. This support could be, for example, extra support from a learning support assistant or learning intervention officer or personalised

resources. This provision will be discussed and planned with the child/ young person and their parents and progress will be monitored by the staff in conjunction with the SENCo in the form of a Support and Success Plan.

Wave 3

If a child or young person continues to make little or no progress over a period of time, the SENCo will seek advice from outside agencies such as Speech and Language Therapists or the Educational Psychologist. In this case, the child or young person and their parents will be consulted in a meeting and asked to give written consent for external agencies to work with their child. The external agencies and school will then work together to devise the best ways to support the learner. Individual interventions will be planned to support progress.

How is the progress of students with Special Educational Needs monitored?

Progress is monitored through the same systems that identify Special Educational Needs. Effectiveness of provision for children with Special Educational Needs is monitored at all levels, on behalf of the governors and directors, by classroom teachers, curriculum team leaders and by the leadership team led by the Assistant Head of School: Intervention & Inclusion through learning walks, lesson observations and analysis of performance data. The impact of additional intervention is monitored by the Assistant Head of School through the work of the learning intervention officers through appropriate standardised testing and screening.

At the Castle Partnership Academy Trust, those children who are considered to have a Special Educational Need will receive support on top of what is provided within the classroom alongside differentiated learning opportunities to meet their needs. They will, in addition, have a Support and Success plan which will be shared with parents and the pupil regularly with the class teacher, and where appropriate, the SENCo.

Who is the SENCo?

At Castle Manor Academy the SENCo is

Mrs V Horne
Assistant Head of School: Intervention and Inclusion
Castle Manor Academy
Tel 01440 705501
vhorne@castlepartnership.org.uk

How does further assessment work?

In a minority of cases, where the learner continues to make little or no progress, or is found to have a specific educational need, then the school and/or parents can request a Multi-Disciplinary Assessment. This is where professionals come together from a variety of agencies and discuss current support and progress of the child. This may then move towards an assessment for an Education, Health and Care Plan (EHCP).

What is an Education, Health and care plan?

The Education, Health and Care (EHC) plan is an exciting new way of working that puts parents, children, young people and families at the very centre of the assessment and planning process, to make sure that your views are not only heard but also understood. It is a statutory recognition that a learner needs specific support in their learning. The EHCP is for children and young people who have special educational needs and disabilities and where an assessment of education, health and social care needs has been agreed by a multi-agency group of professionals.

Who do the Access classes at Castle Manor Academy cater for?

At Castle Manor Academy, much of the additional support is provided through our Access classes, for Y7, 8 and 9 students who continue to find it more difficult to access the curriculum alongside their peer group, or who find transition to the secondary phase more challenging than their peers. The class, staffed by a very experienced teacher of SEND and a full time learning intervention officer provides individual differentiation for students with learning and cognitive difficulties, literacy and numeracy difficulties or social, emotional, mental health and behaviour difficulties. The environment, which resembles that of a primary classroom, is led by the theory and practice of nurture groups.

Access class provision continues in its own classroom base part time in 10 and 11 should the support be needed by individual students.

Who should I talk to about my child's Special Educational Need or Disability?

If you have a concern about your child's learning and progress the best person to always speak to first is your child's academic tutor. They may consult with other members of staff who work with your child and the Assistant Head of School: Intervention & Inclusion (SENCo)

You can always make an appointment to talk to the Assistant Head of School: Intervention & Inclusion (SENCo) (Mrs Horne) about any concerns or advice by calling 01440 705501 or emailing VHorne@castlepartnership.org.uk

What types of support will be available to my child?

At Castle Manor Academy, SEND support is tailored to the needs of individual students. Some of the interventions offered are:

- Guided reading and writing (a booster class for small groups)
- Letters and sounds (phonics catch up)
- Catch up Literacy (an intensive reading programme)
- Toe by toe (an intensive spelling and reading programme)
- Speech and Language therapy exercised (following targets set by the Speech and Language Therapist)
- Craft activities for fine motor skill development
- Talk Boost (to develop social skills and speech)
- Springboard Maths sessions
- Working memory classes
- Lego therapy
- Beyond Transition (social skills programme for Y7 and Y8 students)

How will I find out about my child's progress?

- Report Cards are produced and sent home four times per year
- On Academic Tutoring Days, the Academic Tutor and the Learning Intervention Officer will meet with the student and parent to set and review learning targets and support and success plans
- The young person and their parents may be asked to meet with staff at any time to discuss progress; parents may of course request review meetings at any times as well

How does Castle Manor Academy support transition?

At Castle Manor we are very experienced at welcoming new students, both into Year 7 as the first year of the secondary phase, and those students who join us mid-year. We have a robust programme of transition which is tailored to individual needs. We are also experienced at supporting our students as they take their next steps after their time at Castle Manor, supported by Mr Course, the Pathways manager.

We know transitions can be stressful times for children and parents and we aim to make them as smooth as possible. Being an All-Through School means that many of the children who join us in Year 7 are already familiar with the staff and buildings at the secondary phase.

What training is available to staff in relation to SEND?

The Assistant Head of School: Intervention & Inclusion keeps staff up to date with SEND as required. Staff may receive specific training from external agencies such as Speech and Language Therapy Service, Educational Psychology and County Inclusive Resource.

How does Castle Manor Academy allocate SEND Funding?

Additional funding provided for children with SEND, such as higher tariff needs funding (HTN), is spent on providing high quality learning intervention officers, a qualified Nurture Teacher in the Access Class and in delivering interventions (wave 2/3 provision). Some of the money is used to provide Educational Psychology assessments and additional resources to support specific aspects of the curriculum to support children. We also staff the Student Advice and Guidance Centre with three Behaviour Support Officers who always available to support students with additional needs, especially those with social, emotional or mental health and behaviour needs.

How is support allocated to children with SEND?

Support is allocated by the SENCo in conjunction with curriculum team leaders, learning intervention officers, behaviour support officers and Heads of House. Various factors are considered before the allocation of support;

- The child's progress over a period of time and attainment within age related expectations.
- Current level of in class support given
- Identified gaps within children's knowledge
- Expertise of school staff
- Time available
- Any professional advice given

Where can I find the local offer?

The local offer can be found via the following link: <https://www.access-unlimited.co.uk/send-reforms/local-offer/>

What do I do if I'm not happy?

If for any reason you have a concern about your child, the first point of call is always your child's academic tutor or Head of House. If they are unable to solve the issue for you, please make an appointment via the school office to speak with the Assistant Head of School: Intervention & Inclusion (Mrs Horne) or the Head of School, Mrs Whitcombe.