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 SMART targets are being met. Targets are regularly changed and are re-viewed every term with parents and pupils.
- The impact of interventions is routinely assessed. We assess pupils progress daily in lessons and through marking. We offer a range of feedback to pupils to address misconceptions.
- 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.

Policies can be found on our website relating directly to SEN and how we evaluate impact these are: SEND, Equality, Behaviour, anti-bullying and safeguarding

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, the school's website and through questionnaires.
- 'Calderdale Parents & Carers' are also available to offer advice and support www.parents-and-carers.org.uk
- Staff are always happy to discuss progress with parents and are friendly and approachable. Any concerns will be recorded on our school CPOMs system.

Concerns: We do our very best to provide for all of our pupils. However, if you have any worries about the process or feel there is something additional that your child needs, we will always consider our practice to ensure that we address any concerns. Please contact the SENCO 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.

Some pupils have Individual Behaviour Plans for their personal needs and these will be discussed and agreed with parents if necessary.

Staff are trained in Team-Teach strategies which enables staff to safely diffuse situations and support pupils appropriately.

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 .

Parents can be supported by our Children and Family mentor should they need help to get their views across with other agencies or we can attend agency appointments with you if the need arises, in order to be able to support your child's needs.

Transition

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

Specialist Services

We work with a number of specialist services who provide us with support and advice.

- Speech and Language Therapy
- Occupational Therapy
- Autism Services
- Child and Family Mental Heath Services (CAMHS)
- School Nursing Services: LOCALA
- Education Welfare officers
- Specialist Inclusion Team
- Specialist Inclusion Team—Early Years
- Oakdale

Castle Hill Primary School's SEND Offer

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

This is our school's local offer and it outlines how we support pupils with SEND at Castle Hill and what provision can be made to meet individual needs.

Our provision follows the Graduated Approach of Assess, Plan, Do and Review, a model which ensures effective working across the school and with all stakeholders.

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

There is also a supporting Facebook page at: https://www.facebook.com/Calderdale-Local-Offer-1021684324516755/

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Assess—identification

How do we identify SEND pupils?

- **'Special Needs' is a scary label so we prefer to use the term 'Additional Needs' as it describes a range of need from those needing minimal intervention to those with a high level of need and support.**

- 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., They will raise their concerns with our SENDCO and parents. They will then put an initial plan in place.

- Parents may also raise concerns about progress or difficulties and the first port of call is with the class teacher who will address any initial concerns and may refer to the SENCO for further investigation.

- Looking at data can also highlight pupils who are working below expected levels or are making lower than expected progress. Data is not looked at in isolation., but any concerns will be raised with parents.

- Observations by the SENCO also help to identify concerns and these will be shared with parents.

Why do we have a SEND register?

- Discussions about SEND can be worrying for parents, however the register we keep is flexible and pupils can come on and off it at any point if progress is made.

- 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 linked to the register 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. (These are sometime known as an IEP).

- Pupil Profile—together we write a single page profile that tells us all about your child so that all the staff in school know about your child and the strategies that support them.

Do— Our Provision

All of our lessons 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 and promote independence.
- Lessons are adapted to support pupils and to allow them to make progress from their individual starting points.
- Well-staffed classrooms with highly skilled Teaching Assistants and Support Assistants.
- Staff who are continually trained.
- A high quality of teaching and learning which is monitored by highly experienced leaders.
- At Castle Hill we have clear polices on behaviour and staff are skilled in dealing with problems in a caring and compassionate manner.
- Our anti bullying policy ensures pupils feel safe and secure at our school.
- We use a THRIVE approach across school. This means we cater for pupils Social, emotional & mental health needs, through a whole school and individual approach.

Pupils on the register may need specific interventions aimed at supporting the pupils who's needs are in the four categories of the special needs register.:

AREAS OF NEED:

Cognition and Learning

Maths, we offer a mastery curriculum supported by:

- Quality first teaching
- Timetable rockstars.
- Catch-up and booster sessions to deliver more specific/ targeted areas of Maths needs.

English, we offer a mastery curriculum supported by:

- Quality first teaching
- Floppy Phonics: 1:1 catch up phonics.
- Better Reading Partnership: 1:1 reading intervention
- Targeted precision teaching
- Reading difficulties are common but not all will be due to 'dyslexia'. However we do have Dyslexia aware staff throughout school who use Dyslexia friendly teaching strategies and classrooms. This helps all pupils with reading difficulties and provision will be the same whether a pupil has a diagnosis of dyslexia or not.
- Beat Dyslexia
- Toe by toe

Communication and Interaction

- 'SULP' (Social Use of Language) trained support assistants.
- Let's Talk language intervention
- Colourful semantics
- Attention to Autism—Intensive Interaction, Bucket Therapy
- Delivery of programmes devised by Speech and Language Therapists
- Full communication environment
- NELI

Social Emotional and Mental Health

- Staff trained and Autism aware and use appropriate strategies to support children learning.
- Access to specialist support for children with Autism and their families.
- Forest School
- Staff trained on brain development and children's developmental needs

Sensory and Physical

- Disabled toilets with specialist adaptations to facilitate independent toileting.
- 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.
- Additional handrails
- Sensory circuits