

Castlemorton CE Primary School



Meeting the Needs of Pupils with Special Educational Needs and Disabilities (SEND) School Offer

Last reviewed on: July 2024

Next review due by: July 2025

Welcome to Castlemorton CE Primary School's offer for Special Educational Needs and/or Disability (SEND).

This school provides a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. A minority of children have particular learning and assessment requirements that could create barriers to learning.

These requirements are sometimes as a consequence of a child having a special educational need. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities.

Children may have special educational needs either throughout, or at any time during, their school career. This offer ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

Our SEND Coordinator (SENDco) is Miss Smithson and our Governor with responsibility for SEND is Mrs Rachel Kelly .

Classroom Provision

The Entitlement for All Pupils

Castlemorton CE Primary School

Normal school entitlement – Social, emotional and mental health (SEMH)

Many students with social, emotional and mental health difficulties will be able to participate in most aspects of an ordinary classroom and make progress

within the curriculum but may need some support through effective quality first teaching (QFT) and waves of intervention.

Description of student	Intervention and Support	Learning Environment	Partnership with parents, carers and other agencies	Monitoring, Assessment and Review
<p>Low level disruptive behaviour (possibly due to unidentified learning difficulties/ prolonged failure).</p> <p>Occasionally withdrawn and isolated and on the fringes of activities.</p> <p>Unpredictable and involved in low level distractions, which hinder own/ others' concentration.</p> <p>May have some difficulties with interpersonal skills</p> <p>May show some signs of frustration.</p>	<p>All teachers are teachers of children with special educational needs (COP 5:2)</p> <p>Schools will have a clear Behaviour Policy which is underpinned by clear ethos and values. It should be relevant to the school's specific context, practical to implement and subject to regular review. An awareness of some difficulties noted and monitored by the class/ subject teacher.</p> <p>Clear boundaries and school wide system of meaningful rules, incentives and sanctions with consistent and fair application.</p> <p>Tasks may need to be differentiated by level/outcome/pitch/pace and grouping to match learning needs, concentration level, interest and motivation.</p> <p>Dissemination and development of nurturing principles for all key stages.</p>	<p>Simple changes to the classroom environment to support individual differentiation.</p> <p>School reviews its accessibility plan regularly to update details relating to building access, communication and training needs and information.</p> <p>Staff consider appropriate student groupings, seating arrangements and surroundings.</p> <p>School will provide more focused opportunities to build self-esteem, develop friendships and social skills.</p>	<p>Parent/carer involved in line with school's policy and arrangements for students with additional needs.</p> <p>General whole school training, advice and support from external professionals.</p> <p>Referral to Behaviour Outreach Team as necessary.</p> <p>Referral to Early Help Support as necessary.</p>	<p>Self-evaluation encouraged and developed</p> <p>Students have regular opportunities to evaluate their performance in learning activities.</p> <p>Students' self-assessment routinely used to set individual learning targets.</p> <p>Full inclusion in all school assessments and tasks.</p>

Normal school entitlement – Moderate Learning Difficulties (MLD)

Many students with general learning difficulties will be able to participate in most aspects of an ordinary classroom and make progress within the curriculum but may need some support through effective QFT and waves of intervention.

Description of student	Intervention and Support	Learning Environment	Partnership with parents, carers and other agencies	Monitoring, Assessment and Review
<p>Levels of attainment that are generally lower than those of their age equivalent peers</p> <p>Some difficulty in acquiring skills, notably in language, literacy, numeracy skills (or early developmental skills).</p> <p>May be slower to use, retain and apply everyday concepts than age equivalent peers.</p> <p>May have mild levels of sensory impairment or fine motor skills</p> <p>May need time allowed for mobility issues</p> <p>May have difficulties related to behaviour, social or emotional issues and need some help with these.</p>	<p>All teachers are teachers of children with special educational needs (COP 5:2)</p> <p>Differentiation to ensure the development of literacy, numeracy, expressive language, communication skills, minimise behaviour and emotional difficulties and promote appropriate interpersonal skills with other students.</p> <p>Staff are skilled at selecting appropriate methods and materials into their lessons plans to ensure access across the curriculum for students with individual needs.</p> <p>Staff are skilled at adjusting the pace and order of activities to maintain interest and attention.</p> <p>Staff are aware of implications of mild sensory impairment, fine motor skill development and medical issues.</p> <p>Does not require regular additional adult support.</p> <p>May benefit from focused/small group teaching support at some points during the week</p> <p>Includes Wave 1 provision or QFT</p>	<p>Simple changes to the classroom environment to support individual differentiation.</p> <p>School reviews its Accessibility Plan regularly to update the details relating to building access, communication and training needs and information.</p> <p>Staff consider appropriate student groupings, seating arrangements and surroundings.</p>	<p>Parent/carer involved in line with school's policy and arrangements for students with additional needs.</p> <p>General whole school training, advice and support from external professionals.</p> <p>Referral to Learning Support Team as necessary.</p> <p>Referral to Early Help Support as necessary.</p>	<p>Students have regular opportunities to evaluate their performance in learning activities.</p> <p>Student self-assessment routinely used to set individual learning targets.</p> <p>Full inclusion in all school assessments.</p>

Normal school entitlement – Specific Learning Difficulties (SpLD)

Many students with specific learning difficulties will be able to participate in most aspects of an ordinary classroom and make progress within the curriculum but may need some support through effective QFT and waves of intervention (with reference to the Worcestershire Dyslexia Pathway).

Description of student	Intervention and Support	Learning Environment	Partnership with parents, carers and other agencies	Monitoring, Assessment and Review
<p>Average or above levels of reasoning/ability with some discrepancies between attainments in different core subjects or within one core subject of the NC.</p> <p>Some early difficulties with reading and spelling.</p> <p>Handwriting skills may be poorly developed and finds recording difficult.</p> <p>May have mild levels of sensory impairment (e.g. visual and or perceptual needs) / or fine motor skills,</p> <p>May have difficulties related to behaviour, social or emotional issues and require some help with these.</p>	<p>All teachers are teachers of children with special educational needs (COP 5:2)</p> <p>Differentiation to ensure the development of literacy, numeracy skills.</p> <p>Staff select appropriate methods and materials to ensure access across the curriculum for students with individual needs.</p> <p>Staff are skilled at adjusting the pace and order of activities to maintain interest and attention.</p> <p>Student does not require regular additional adult support.</p> <p>Student may benefit from focused/small group teaching support at some points during the week</p> <p>Includes Wave provision or QFT</p>	<p>Simple changes to the ordinary classroom setting to support individual differentiation.</p> <p>The school reviews its Accessibility Plan regularly to update the details relating to building access, communication and training needs and information.</p> <p>Staff consider appropriate student groupings, seating arrangements and surroundings.</p>	<p>Parent/carer involved in line with school's policy and arrangements for students with additional needs.</p> <p>General whole school training, advice and support from external professionals.</p> <p>Referral to Learning Support Team as necessary.</p> <p>Referral to Early Help Support as necessary.</p>	<p>Students have regular opportunities to evaluate their performance in learning activities.</p> <p>Students' self-assessment routinely used to set individual learning targets.</p> <p>Full inclusion in all school assessments and tasks.</p>

Normal school entitlement - ASD

Many students on the autism spectrum will be able to participate in most aspects of an ordinary classroom and make progress within the curriculum but may need some support through effective QFT and waves of intervention.

Description of student	Intervention and Support	Learning Environment	Partnership with parents, carers and other agencies	Monitoring, Assessment and Review
<p>Working within the same key stage as peers.</p> <p>Able to work on same tasks as peers with some additional support.</p> <p>Able to learn in the whole class group.</p> <p>Expressive and receptive language skills expected levels or with mild difficulties.</p> <p>Some difficulties with social use of language.</p> <p>May require some additional explanation of concepts</p> <p>Poor conversation skills.</p> <p>Some mild social difficulties.</p> <p>May be aware of difficulties.</p> <p>Interested in peers, wants to have friends but needs help with this.</p> <p>Occasional mild anxiety. Can be "talked through" problems.</p> <p>Able to use "within class" calming strategies.</p> <p>Behaviour does not affect learning.</p> <p>Is not aggressive, disruptive or passive.</p>	<p>All teachers are teachers of children with special educational needs (COP 5:2)</p> <p>Whole school awareness and understanding of autism and its implications for the social and academic curriculum.</p> <p>Students on the autism spectrum will access strategies and resources typically available in the ordinary classroom e.g. time taken by teacher to explain change in routine; Circle of Friends; Buddy System.</p> <p>Tasks may need to be differentiated by level/outcome/pitch/pace and grouping. Aspects of structured teaching may be helpful.</p> <p>Staff are skilled at selecting appropriate methods and materials into their lesson plans to ensure access across the curriculum for students.</p> <p>Staff are skilled in adjusting the pace and order of activities to maintain interest and attention</p> <p>Does not require regular additional adult support.</p> <p>May benefit from focused/small group teaching support at some points during the week.</p>	<p>Simple changes to the classroom environment (including an awareness of sensory issues) to support individuals.</p> <p>School implements/ reviews its accessibility plan regularly to update the details relating to building access, communication and training needs and information.</p> <p>Staff consider appropriate student groupings, seating arrangements and surroundings.</p>	<p>Parent/carer involved in line with school's policy and arrangements for students with additional needs.</p> <p>General whole school training, advice and support from external professionals.</p> <p>Referral on the Umbrella Pathway as necessary.</p> <p>Referral to Early Help Support Team as necessary.</p>	<p>Students have regular opportunities to evaluate their performance in learning activities.</p> <p>Students' self-assessment routinely used to set individual learning targets.</p> <p>Full inclusion in all school assessments and tasks.</p>

Normal school entitlement - SLCN

Many students with speech language and communication needs will be able to participate in most aspects of an ordinary classroom and make progress within the curriculum but will benefit from support through effective QFT/ waves of intervention (with reference to the Worcestershire SLCN Pathway and specifically the section titled Universal Provision).

Description of student	Intervention and Support	Learning Environment	Partnership with parents, carers and other agencies	Monitoring, Assessment and Review
<p>An awareness of a speech and language difficulty i.e. the student seems to have some difficulty speaking or with communication.</p> <p>Speech is understood by others but with some immaturities, which at times interferes with the acquisition of literacy and/or creates mild social difficulties.</p> <p>The teacher has evidence that the student's language is delayed and/ or vocabulary and comprehension are poor.</p> <p>Differentiation and/or a management strategy are likely to help access the curriculum.</p> <p>Needs some encouragement to take responsibility for own learning and to collaborate with peers in curriculum activities.</p> <p>Needs some support to listen and respond to longer explanations, stories, sequences of information in a whole class situation.</p> <p>Comments and questions often indicate an initial difficulty in understanding the main points of discussions, explanations, information given, in a whole class situation.</p> <p>Sometimes develops and explains own ideas clearly, but may need support to contribute successfully to discussion about imaginary / factual activities and/ or to use vocabulary precisely and effectively.</p>	<p>All teachers are teachers of children with special educational needs (COP 5:2)</p> <p>Students with SLCN will access strategies and resources typically available in the classroom.</p> <p>Some differentiation of speaking, understanding, listening tasks to allow access to the curriculum.</p> <p>Literacy tasks may require some modification.</p> <p>Staff are skilled at selecting appropriate methods and materials into their lesson plans to ensure access across the curriculum for students.</p> <p>Staff skilled in adjusting pace and order of activities in order to maintain interest and attention.</p> <p>Does not require regular additional adult support.</p> <p>May benefit from focused/small group teaching support at some points during the week.</p>	<p>Simple changes in the ordinary classroom setting to support individual differentiation.</p> <p>The school implements and reviews its Accessibility Plan regularly to update the details relating to building access, communication and training needs information.</p> <p>Staff consider appropriate student grouping, seating arrangements and surroundings.</p>	<p>Parent/carer involved in line with school's policy and arrangements for students with additional needs</p> <p>General whole school training, advice and support from external professionals (e.g. educational psychologists, specialist learning support teacher (Learning), speech and language therapist).</p> <p>Referral to Early Help Support. As necessary.</p>	<p>Students have regular opportunities to evaluate their performance in learning activities.</p> <p>Student self-assessment routinely used to set individual learning targets.</p> <p>Full inclusion in all school assessments and tasks.</p>

Normal school entitlement – Medical Condition

Many students with a medical condition will be able to participate in most aspects of an ordinary classroom and make progress within the curriculum but may need some support through effective QFT and waves of intervention.

Description of student	Intervention and Support	Learning Environment	Partnership with parents, carers and other agencies	Monitoring, Assessment and Review
<p>May mean occasional absence from school.</p> <p>Progress within the curriculum may be unaffected or mildly affected.</p> <p>Able to participate in most/all classroom activities.</p> <p>The condition is usually effectively controlled by medication.</p> <p>The condition may influence tiredness and concentration levels.</p> <p>Students may need access to specific items of small equipment if medical conditions have resulted in minor motor impairments.</p>	<p>All teachers are teachers of children with special educational needs (COP 5:2).</p> <p>Students with medical needs will access strategies and resources typically available in the classroom.</p> <p>Differentiation may be required to take account of slower pace in performing some tasks – may tire easily.</p> <p>Where student's progress is not adequate, it will always be important to review the arrangements being used.</p> <p>Staff are skilled at selecting appropriate methods and materials into their lesson plans to ensure access across the curriculum for students.</p> <p>Staff skilled in adjusting pace and order of activities in order to maintain interest and attention.</p> <p>Does not require regular additional adult support but may require some supervision/ support for medication/dietary needs.</p> <p>May benefit from focused/small group teaching support at some points during the week.</p>	<p>School curriculum promotes personal care and safety.</p> <p>The school implements/ reviews its accessibility plan regularly to update details relating to building access, communication and training needs and information.</p> <p>Staff consider appropriate student groupings, seating arrangements and surroundings.</p> <p>Class/subject teachers may need to give careful consideration to student's position in the classroom.</p>	<p>Parent/carer involved in line with school's policy and arrangements for students with additional needs.</p> <p>General whole school training, advice and support from external professionals.</p> <p>Referral to Early Help. As necessary.</p> <p>Possible involvement from a specialist teacher/MET (at this stage, this might include students whose medical needs are temporary in nature e.g. a fracture).</p> <p>Referral to school nurse. As necessary.</p>	<p>Whole school policy in relation to the provision of individual health care needs in school with specific reference to the following policy/ good practice guidance.</p> <p>Access to Education for Children and Young People with Medical Needs.</p> <p>Supporting Pupils with Medical Needs - Good Practice Guide.</p> <p>A Guide to the Law for School Governors: Managing Medicines.</p> <p>Improving Behaviour and Attendance: Guidance on Exclusion from Schools and Pupil Referral Units.</p> <p>Regular review and monitoring by the school is essential.</p> <p>Full inclusion in all school assessments and tasks.</p> <p>Where student's progress is not adequate, it will be necessary to review the strategies being used.</p> <p>Students have regular opportunities to evaluate their performance in learning activities.</p> <p>Student self-assessment routinely used to set individual learning targets.</p>

Normal school entitlement – Physical Needs

Many students with a physical disability will be able to participate in most aspects of an ordinary classroom and make progress within the curriculum but may need some support through effective QFT and waves of intervention.

Description of student	Intervention and Support	Learning Environment	Partnership with parents, carers and other agencies	Monitoring, Assessment and Review
<p>Progress within the curriculum may be unaffected or mildly affected.</p> <p>Able to participate in most or all classroom activities.</p> <p>Has physical needs but the student can be independent with some minor adaptations to the environment.</p> <p>The teacher has concerns based on observation of some minor physical difficulties e.g. motor control problems, hand eye co-ordination, problems causing difficulties in throwing, catching in PE.</p>	<p>All teachers are teachers of children with special educational needs (COP 5:2)</p> <p>Students with physical needs will access strategies and resources typically available in the classroom.</p> <p>Differentiation may be required to take account of slower pace in performing some tasks – may tire easily.</p> <p>Staff are skilled at selecting appropriate methods and materials into their lesson plans to ensure access across the curriculum for students.</p> <p>Staff skilled in adjusting pace and order of activities in order to maintain interest and attention.</p> <p>Does not require regular additional adult support but may require some supervision/ support for medication/dietary needs.</p> <p>May benefit from focused/small group teaching support at some points during the week.</p> <p>Where a student's progress is not adequate, it will remain important to review arrangements.</p> <p>Structured curriculum plan in PE.</p>	<p>Staff consider appropriate student groupings, seating arrangements and surroundings</p> <p>School curriculum promotes personal care and safety.</p> <p>The school implements/ reviews its accessibility plan regularly to update details relating to building access, communication and training needs and information.</p> <p>School will provide easily made changes in the learning environment, and provide some differentiation within the classroom.</p> <p>Careful consideration given to the position of the student in the classroom to allow for maximum independence of movement/ access to resources and equipment.</p>	<p>Parent/carer involved in line with school's policy and arrangements for students with additional needs.</p> <p>General whole school training, advice and support from external professionals.</p> <p>Referral to Early Help. As necessary.</p>	<p>Students have regular opportunities to evaluate their performance in learning activities.</p> <p>Student self-assessment routinely used to set individual targets.</p> <p>Full inclusion in all assessments and tasks.</p>

Normal school entitlement – Hearing Impairment

The majority of students with HI will be able to participate in all aspects of an ordinary classroom and make progress within the curriculum but may need some support through effective QFT and waves of intervention.

Description of student	Intervention and Support	Learning Environment	Partnership with parents, carers and other agencies	Monitoring, Assessment and Review
<p>Frequent colds and/or ear infections that may cause hearing loss which may result in school absence.</p> <p>Apparent fluctuations in responses to sound, spoken language and attention skills. There may be some associated behavioural needs.</p>	<p>All teachers are teachers of children with special educational needs (COP 5:2)</p> <p>The student’s hearing will be assessed by an appropriately qualified professional, who will refer on to other agencies if required.</p> <p>The class or subject teacher is able to take basic steps using resources and strategies typically available in the classroom.</p> <p>Tasks may need to be differentiated by level/ outcome/pace and grouping.</p> <p>Staff are skilled at selecting appropriate methods and materials into their lesson plans to ensure access across the curriculum for students.</p> <p>Staff skilled in adjusting pace and order of activities in order to maintain interest and attention.</p> <p>Student does not require regular additional adult support.</p> <p>Student may benefit from focused/small group teaching support at some points during the week.</p>	<p>Minor adjustments to classroom practice, materials and the learning environment may be required.</p> <p>The teacher will provide some differentiation and opportunities to practice/reinforce listening and other skills as necessary.</p> <p>A favourable seating position will be provided where the student can see the teacher and hear the contribution of others.</p>	<p>Parent/carer involved in line with school's policy and arrangements for students with additional needs.</p> <p>General whole school training, advice and support from external professionals.</p> <p>Referral to Early Help. As necessary.</p>	<p>Students have regular opportunities to evaluate their performance in learning activities.</p> <p>Student self-assessment routinely used to set individual targets.</p> <p>Full inclusion in all assessments and tasks</p> <p>Clinical diagnosis of mild unilateral or fluctuating hearing impairment may have been made and is monitored at local Audiology clinic.</p> <p>School concerns re hearing should be checked with parents and discussed with the school nurse. This discussion should be noted in school records.</p> <p>Where student’s progress is not adequate, support arrangements should be reviewed.</p> <p>Reference to general guidance from the National Deaf Children’s Society.</p>

Normal school entitlement – Visual Impairment

Many students with VI will be able to access most aspects of an ordinary classroom and make progress within the curriculum but may need some support through effective QFT and waves of intervention.

Description of student	Intervention and Support	Learning Environment	Partnership with parents, carers and other agencies	Monitoring, Assessment and Review
<p>Some deterioration in certain areas of academic performance e.g. deteriorating handwriting, slowness in copying from the board, increasingly asking for written instructions to be given verbally.</p> <p>A recognisable ophthalmic condition (i.e. a mild sensory loss) which has the potential to affect the learning process.</p>	<p>All teachers are teachers of children with special educational needs (COP 5:2)</p> <p>The class or subject teacher is able to take basic steps using resources and strategies typically available in the classroom.</p> <p>Tasks may need to be differentiated by level/ outcome/pace and grouping and a reduction in recording.</p> <p>Staff are skilled at selecting appropriate methods and materials into their lesson plans to ensure access across the curriculum for students.</p> <p>Staff skilled in adjusting pace and order of activities in order to maintain interest and attention.</p> <p>Student does not require regular additional adult support.</p> <p>Student may benefit from focused/small group teaching support at some points during the week.</p>	<p>School to undertake an SEN Adaptation Audit by qualified Mobility Officer to take in to account student's needs regarding lighting, steps, stairs and blinds.</p> <p>Minor adjustments to classroom practice, materials and the learning environment may be required.</p> <p>Normal class grouping with student's physical space in classroom to take account of visual difficulties.</p>	<p>Parent/carer involved in line with school's policy and arrangements for students with additional needs.</p> <p>General whole school training, advice and support from external professionals. This would (for e.g.) a Qualified Teacher of the Visually Impaired (QTVI).</p> <p>Consideration to a degree of peer support.</p> <p>Referral to Early Help. As necessary.</p>	<p>Students have regular opportunities to evaluate their performance in learning activities.</p> <p>Student self-assessment routinely used to set individual targets.</p> <p>Full inclusion in all assessments and tasks and consideration to statutory additional time allocation and special arrangements (as appropriate).</p> <p>School concerns re vision should be checked with parents. This discussion should be noted in school records.</p>

1

- **Class Teacher** - issues relating to provision in the class and/or homework, to share information/ pastoral concerns/ lower level curriculum concerns

2

- **The SENCO** - issues relating to Special Educational Needs provision, requests for further assessment, mediator contact with external agencies.

3

- The above contact procedure endeavours to deal with all concerns raised by parents/Carers . However in the unusual event that this is not possible, we can arrange a joint meeting with yourselves, the SENCO and the Head Teacher.

Castlemorton CE Primary School - Audit of Provision

Inclusive Strategies for <u>all</u> learners embedded in Quality First Teaching	Targeted intervention and support for some learners	Specialist support for a few learners
<ul style="list-style-type: none"> • Differentiated planning demonstrating access, support & extension with clear use of LO/SC • Groupings – consideration to supportive pairings, mixed ability • Availability of clearly labelled resources e.g. writing slopes, pencil grips, left-handed equipment, and word banks etc. • Visual concrete aids to support learning i.e. number lines, 100sq, alphabet strip, dictionaries etc. • Visual timetables • Visual timers e.g. sand timers • Range of methods for recording work across subjects e.g. oral, pictorial, drama, mind map, ICT • Clear rules, reward systems and hierarchy of sanctions • Quiet area, ‘time out’ zone • Positive reinforcement e.g. zone boards, visual clues • Circle time and PSHE • Right to a voice – Parents forum and Responsibility Groups, including School Council 	<ul style="list-style-type: none"> • Intensive small group programmes to support Literacy & Numeracy skills (Numicon intervention) • Spelling programmes • Catch Up reading schemes – rapid reading, action words • Phonic based intervention programmes • Small groups targeting speaking & listening • Small groups targeting social skills/behaviour management • Gross motor skills/Coordination programmes- smart moves • Fine motor skills/Handwriting programmes • Personalised word mats/banks, specific equipment • Enrichment Activities for pupils working at Greater Depth, Thinking Skill based 	<ul style="list-style-type: none"> • Precision teaching to meet individual targets • Adult support to access the curriculum • Assessment and support programmes from external agencies e.g. LST, BST, EPS, SaLT, OT, Physio, ICAN, CAMHS, Social Care, Health Professionals • Fine Motor programmes e.g. Pindora’s Box (1:1) • Increased access to IT for recording e.g. Laptop, tablet • Personal visual timetable • Visual timers, keyword lists • Alternative communication system e.g. use of signing • Access to Nurture provision (behavioural plans, personalised reward systems) • Pastoral Support Plan (1:1 support) • Outreach support

Frequently asked questions (FAQ)

Parent /carers point of view

1. How does the school know if children need extra help and what should I do if I think my child may have special educational needs?
2. How do I raise a concern if I need to?
3. How will the school support my child?
4. What support will there be for my child's overall well-being?
5. How accessible is the school environment?
6. How will the curriculum be differentiated to match my child's needs?
7. How will I know how my child is doing and how will you help me to support my child's learning?
8. How does the school know how well my child is doing?
9. How will my child be included in activities outside the classroom including school trips?
10. How will the school prepare and support my child to join the school, transfer to a new school or the next stage of life?
11. What specialist services and expertise are available or accessed by the school?
12. What training have the staff supporting children with SEND had or are currently having?
13. Who can I contact for further information?
14. Who should I contact if I am considering whether my child should join the school?

Castlemorton CE Primary is a **MAINSTREAM** primary school with an inclusive ethos.

1. HOW DOES THE SCHOOL KNOW IF CHILDREN NEED EXTRA HELP?

At Castlemorton CE Primary School, children are identified as having SEND through a variety of ways, (usually a combination), which may include some of the following:

- Liaison with previous school or pre-school setting
- Child performing below 'age expected' levels (or equivalent e.g. percentile rankings)
- Concerns raised by a parent
- Concerns raised by a teacher, for example, if behaviour or self-esteem is affecting performance
- Liaison with external agencies e.g. a physical/ sensory/health issue
- Use of tools for standardised assessment.
- Children with an EHCP already have many of their needs clearly identified. Their placement at our school is a decision that is made by the Local Education Authority.

2. HOW DO I RAISE CONCERNS IF I NEED TO?

Talk to us – contact your child's class teacher about your concerns initially. If you feel that you would like to speak to a senior member of staff, ask to arrange an appointment with the SENDco (Miss Smithson) or Mrs Adsett. Appointments can be arranged in person, by phone or by email. Please see the school contact details at the top of this report.

3. HOW WILL THE SCHOOL SUPPORT MY CHILD?

3a WHO WILL OVERSEE, PLAN AND WORK WITH MY CHILD AND HOW OFTEN?

- The class teacher will oversee, plan and work with each child with SEND in their class to ensure that appropriate progress is made in every area
- Our SENDco and Headteacher oversee the progress of any child identified as having SEND. We also have a dedicated TA with experience of working in SEND services Worcestershire.
- There may be a TA (Teaching Assistant) working with your child either individually or as part of a group. The content of this support will be explained to parents when support begins, as part of a child's bespoke programme of learning.

3b WHO WILL EXPLAIN THIS TO ME?

- The class teacher will meet with you formally on at least a termly basis (this could be part of learning conversation meetings or separately), in order to discuss your child's progress and the support that they are receiving
- Class teachers are always happy to discuss your child's needs if you have questions or concerns between more formal meetings. Please speak

to them directly to arrange this

- An appointment can be made with the SENDco to discuss support in more detail if required. The SENDco has weekly release time from class, usually on a Thursday afternoon.
- IEPs (Individual Education Plans) will be shared with you and your child (age appropriate)

4 WHAT SUPPORT WILL THERE BE FOR MY CHILD'S OVERALL WELL BEING?

4a WHAT IS THE PASTORAL, MEDICAL AND SOCIAL SUPPORT AVAILABLE IN THE SCHOOL?

- We are an inclusive school that holds a child's emotional and spiritual development as a priority
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class
- Any additional staff working with vulnerable children requiring support during the school day, will work under the direction of the SENDco/Headteacher

4b HOW DOES THE SCHOOL MANAGE THE ADMINISTRATION OF MEDICINES?

- The school has a section regarding the administration and managing of medicines within the health and safety policy, which is available on the policy page of the school website. Parents can request a 'hard copy' of this policy from the school office
- Parents need to contact the school office if prescribed medication is recommended by healthcare professionals and needs to be taken during the school day. Any medication must be given to the school in the packaging that it was dispensed in by the pharmacy, with the child's name and administration information clearly shown. A form must also be completed by the parent and medicines handed into and collected from the school office.
- On a day-to-day basis, the administrative staff generally oversee the administration of any medicines. Another member of staff will always witness any administration
- As a staff we have regular training and updates on conditions and medication affecting individual children, so that all staff are able to manage medical situations
- Named staff hold first aid qualifications, which are updated regularly.

4c WHAT SUPPORT IS THERE FOR BEHAVIOUR, AVOIDING EXCLUSION AND INCREASING ATTENDANCE?

- The school has adopted behaviour policies. If a child has significant behaviour difficulties, a Behaviour Plan (BEP) is written to identify the specific issues, put relevant support in place and set targets with a view to identifying and addressing the underlying reasons behind the behaviour. The school works closely with Early Help support, learning support and behaviour teams, outreach support and PRUs, including providing 'home' support to parents if necessary e.g. bespoke 'Triple P' parenting sessions, friendship groups ...
- The school has an adopted attendance policy. Attendance of every child is monitored on a daily basis by the school. Lateness and absence are recorded and reported to the Headteacher who may involve the Early Help Assessment Team or Children's Services if this becomes a concern.

- Various incentive schemes are used to promote positive attendance throughout the school including the presentation of certificates individually.
- The school have also provided support to families by offering breakfast provision to encourage punctuality and attendance.
- School sign posts families to additional local support where appropriate.

4d HOW WILL MY CHILD BE ABLE TO CONTRIBUTE THEIR VIEWS?

- Children who have PEPs or BEPs discuss their progress and targets when these are reviewed (age appropriate), as well as at termly learning conversation meetings
- If your child has an EHCP, their views will be sought before any review meetings (age appropriate)
- Children are routinely asked to reflect on their learning and share how they feel they are progressing during the course of their daily learning journey
- All children are provided with the opportunity to be part of a responsibility group in school.

5. HOW ACCESSIBLE IS THE SCHOOL ENVIRONMENT?

- Our school has an adopted accessibility plan. Castlemorton CE Primary School is a split level site and provision where practicably possible is made according to needs.
- Wheelchair access for toilet facilities is restricted.
- All classrooms are externally accessible by wheelchair. The layby outside school is designated as a bus bay and disabled parking area.
- If you have specific access queries or concerns please speak with us.

6. HOW WILL THE CURRICULUM BE DIFFERENTIATED TO MATCH MY CHILD'S NEEDS?

- The long term curriculum plans are available to parents on the school website, alongside ideas for how parents can support their child's learning outside of school.
- All learning activities within class are planned and differentiated at an appropriate level, so that all children are able to access learning according to their specific needs.
- The class teacher, alongside the SENDco will discuss a child's needs and what support will be appropriate
- Children with SEND will have access to the appropriate resources needed in order to help them to make progress e.g. phonic mats, coloured overlays
- The SENco reports to the Head teacher and Governors regularly to inform them about the progress of children with SEND and how resources are being used. Information provided will never name individual children in order to maintain confidentiality at all times
- The governor responsible for SEND also meets regularly with the SENDco. They report on their visit to the governors to keep them all informed with school or LA information.

- The governors agree priorities for spending within the SEND budget, including the Pupil Premium, with the overall aim that all children receive the support that they need in order to make progress. This will include resourcing appropriate equipment and facilities.

HOW WILL WE KNOW IF THIS HAS HAD AN IMPACT?

- Ensuring that the child is making progress academically against national/ age expected levels (or equivalents) and that the gap is narrowing between them and their peers
- By reviewing children's targets in OEPs and ensuring that they are being met
- Through verbal feedback from the child, the parent and teacher to build a wider picture
- Through children moving off the SEND Register when they have overcome barriers to learning – parents will always be informed if this has taken place.

7. HOW WILL I KNOW HOW MY CHILD IS DOING AND HOW WILL YOU HELP ME TO SUPPORT MY CHILD'S LEARNING?

WHAT OPPORTUNITIES WILL THERE BE FOR ME TO DISCUSS MY CHILD'S PROGRESS?

- You are welcome to make an appointment to meet with either the class teacher or SENDco at any time throughout the year and discuss how your child is getting on. We can offer advice and practical ways that you can help to support your child at home
- Every child has a School Planner where parents and school can communicate in 'informal' written form. These books are checked by school staff as often as possible
- Your child may have a Personal Education Plan (PEP) that will have individual/group targets. This is discussed with you on at least a termly basis and parents are provided with a copy. The conversation will also provide suggestions as to how you can support your child's learning at home. All parents are offered a termly opportunity to participate in a learning conversation.
- When the child's PEP is reviewed, comments are made against each target to show what progress the child has made
- If your child has complex SEND they may have an Education Health and Care Plan (EHCP). In such instances a formal meeting will take place to discuss your child's progress and a report will be written at least annually.

8. HOW DOES THE SCHOOL KNOW HOW WELL MY CHILD IS DOING?

- As a school we track and analyse the children's' progress in learning against national expectations and age related expectations on a termly basis
- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's' progress from entry at Year R through to Year 6, using a variety of different methods. Please ask the school if you require any further details
- Pupil Progress Meetings are held each term between each class teacher and the Head teacher. In these meetings, a discussion takes place concerning children who are not making expected progress and possible actions are discussed

- Where specific needs are apparent, the school has a range of assessments which can be used to explore a child's strengths and difficulties in more depth, for example Worcestershire's Dyslexia Pathway and various standardised assessments.
- The Headteacher and SENDco report regularly to the Governing Body. We have a governor who is responsible for SEND, who meets regularly with the SENDco and attends briefing sessions. They also report back to the Governing Body (see section 6).

9. HOW WILL MY CHILD BE INCLUDED IN ACTIVITIES OUTSIDE THE CLASSROOM, INCLUDING SCHOOL TRIPS?

- All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful and may discuss this in advance with parents. It might be appropriate for a parent/carer to accompany a child on a school trip, depending upon the child's individual needs.
- A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities that will cover the same curriculum areas will be provided within the school environment, wherever possible.
- Breakfast Club and a variety of after school clubs are provided during lunchtimes and after school. We aim for these to be as inclusive as possible and may provide additional staff or sessions in order to achieve this. Some children find the lunchtime period challenging. Depending upon their needs, it might not be appropriate for them to eat in the dining hall with a large number of children or spend long periods of time outside. Each child's needs will be considered on an individual basis.

10. HOW WILL THE SCHOOL PREPARE AND SUPPORT MY CHILD WHEN JOINING THE SCHOOL OR TRANSFERRING TO A NEW SCHOOL?

- We encourage all new children to visit the school prior to starting
- We can create 'social stories' with/for the children if transition is likely to prove challenging
- For children starting in Reception, the Early Years' Teacher holds a meeting for parents in addition to planning a series of visits for children throughout the second half of the Summer Term, in order to help children, parents and staff get to know each other
- We offer home visits to each family before entry into reception.
- We liaise closely with the staff when receiving and transferring children to and from different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood
- If your child has complex needs, then an EHCP review will be used as a transition planning meeting to which we will invite staff from both schools
- Transition between classes and key stages within the school will be dealt with as part of our annual programme of transition and handover to the next class teacher
- At any point where a child with SEND is preparing to leave our school, we would seek to arrange additional visits for the child in question to support smooth transition. Many secondary schools also run programmes specifically tailored to aid transition for the more vulnerable pupils

at the end of the primary stage of education.

11. WHAT SPECIALIST SERVICES AND EXPERTISE ARE AVAILABLE AT OR ACCESSED BY THE SCHOOL?

- Our SENDCo is currently enrolled on the national SENDCo Award in order to obtain fully qualified and accredited status in this area.
- Within the school we have a culture of sharing good practice and expertise; this enables us to ensure our staff have as much knowledge as possible within the field of supporting children with SEND.
- The environment is designed to support children with individual needs e.g. visual timetables, individual workstations etc. as required
- As a school we work closely with any external agencies that we feel are relevant to supporting individual children's' needs within our school including: Learning support and Behaviour Services, Health services including: GPs, school nurse, CAMHS, clinical psychologist, paediatricians, speech and language therapists, occupational and physiotherapists; Children's Services including: Early Help teams, social workers; educational psychologists and specialist advisory teachers.

12. WHAT TRAINING HAVE THE STAFF SUPPORTING CHILDREN WITH SEND HAD OR ARE CURRENTLY HAVING?

- We look to ensure that we have a variety of skills among our staff body, in order to enable us to support children in the best possible way.
- The specific training held by support staff includes: TEAM TEACH, Wave 3 intervention support, rapid reading, Numicron, Speech and Language, TAs are also part of a Downs Syndrome Support Network, Dyslexia Awareness training, Phonic- RW Inc, Inspire, Teaching for Mastery, Talk for writing, behaviour management.
- The school operates an internal training programme for support staff, facilitated by the SENDCo and Headteacher. Whole group sessions or bespoke support based upon the needs of both children and staff.

13. WHO CAN I CONTACT FOR FURTHER INFORMATION?

- Please speak to the class teacher in the first instance
- General information relating to SEND can be found on the school website, including within the SEND policy.
- For more specific queries you should discuss matters with your child's class teacher in the first instance
- Further information is available from the SENDCo (Miss Smithson), Headteacher (Janet Adsett), Headteacher or, in exceptional circumstances, the SEND Governor.
- The school has a complaints procedure, which is available upon request from the school office.
- You might also wish to visit the following websites:

Worcestershire County Council's Local Offer, outlining services available for children and young people who have SEND, can be found at:

<https://www.worcestershire.gov.uk/sendlocaloffer>

Another useful site for parent partnership links can be found at: <http://www.hwsendiass.co.uk/> and for independent advice contact IPSEA

(Independent Parental Special Education Advice) www.ipsea.org.uk/

14. WHO SHOULD I CONTACT IF I AM CONSIDERING WHETHER MY CHILD SHOULD JOIN THE SCHOOL?

Please contact the School Administrator (Sue Riley) for further information about the school and to arrange a meeting with the head teacher, in the first instance. Tel: 01684 833282 e: mail -office@castlemorton.worcs.sch.uk

Useful information/websites

Independent Parent Special Education Advice - <http://www.ipsea.org.uk/>

The Council for Disabled Children - <https://councilfordisabledchildren.org.uk/about-us>

Autism West Midlands - <http://www.autismwestmidlands.org.uk/>

SEND Information, Advice and Support Service covering Herefordshire and Worcestershire- <http://www.hwsendiass.co.uk/>