



SPECIAL EDUCATIONAL NEEDS & DISABILITY

SEN INFORMATION REPORT

Our Commitment

Our aim is for every child to achieve, participate and belong, and this is at the heart of everything we do at The Castle School.

We believe in the absolute moral responsibility we have for equipping students with the best possible exam results; we know that this opens doors for students and equips them with outstanding attitudes and a strong moral foundation.

Equally important is nurturing every student's potential beyond the curriculum. We aim for the participation of every student in an enrichment activity.

Review Date: November 2021

Stakeholders: Parents/Students/School Staff & Governors

Next Review Date: November 2022

What is the Somerset Local Offer?

The Local Offer has been produced as a joint effort between Somerset County Council and Somerset Parent Carer Forum and young people's groups in schools and in colleges as well as through commissioned activity through Compass Disability.

The Children and Families Act came into effect in September 2014 and local authorities now publish and keep under review information about services they expect to be available for children and young people with special educational needs aged 0 to 25. This is the Local Offer.

The intention is that the Local Offer will improve choice and transparency for families. It will also be an important resource for professionals in understanding the range of services and provision in the local area. By bringing together all the relevant information on services, and through a feedback facility, it will also inform the joint commissioning, by agencies, for children and young people with special educational needs and disabilities.

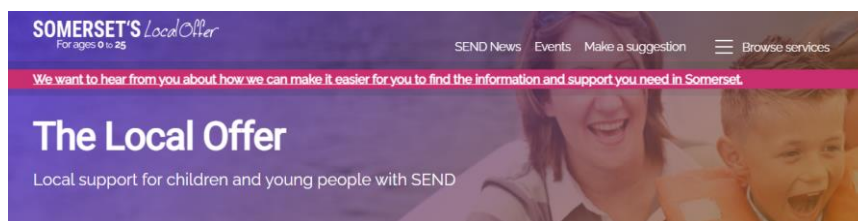
The Local Offer provides a basis for the local authority to work with children and young people, parent carers, other agencies, and the voluntary and community sector, to develop the offer and keep it under review. This is co-production.

The Local Offer includes information about the provision available in Somerset for children and young people with special educational needs, and those for whom the local authority is responsible, regardless of whether or not they have Education, Health and Care Plans.

The Local Offer covers:

- education, health and care provision for children and young people with SEN and/or disability
- arrangements for identifying and assessing children and young people with SEN, including arrangements for requesting an EHC needs assessment
- other education provision (outside of schools or colleges, such as sports or arts provision) training provision – including apprenticeships
- arrangements for travel to and from schools, post 16 institutions and early years providers
- support to help children and young people in moving between phases of education and to prepare for adult life
- sources of information, advice and support in the area relating to SEN, parent carer forums, support groups, childcare and leisure activities
- arrangements for making complaints, for resolving disagreements, mediation and parents' and young people's right to appeal

The Somerset Local Offer was first published on 1 September 2014. We are ambitious that the Local Offer should become increasingly comprehensive and be continually refined to be more user-focused. It will be regularly reviewed and we are keen to receive feedback on both positive and negative aspects of the Local Offer to support its effective development, and ensure its continued usefulness.



[The Local Offer \(somerset.gov.uk\)](http://somerset.gov.uk)

	Universal	SEN Support	High Needs
1. How does the school know if students need extra help?	<ul style="list-style-type: none"> Through information given from the Primary school before the Year 6 students transfer to The Castle School Screening for reading and spelling beginning in the September of Year 7 & reassessed in Yr8 Yr9 Access Arrangement assessments Observations Teacher feedback Parental & student concerns Form Tutor and Head of House concerns Concerns from other staff such as Pastoral Support Assistants, Welfare Officer and TAs Interim Assessment analysis 	The definition of Special Educational Needs (SEN) is: A child or young person with a learning difficulty or disability which calls for special educational provision to be made for them. A young person has a learning difficulty or disability if he/she has (a) a significantly greater difficulty in learning than the majority of others of the same age: or (b) has a disability which prevents or hinders him/her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools. Clause 20 Children and Families Act, June 2014.	Any student who has specific needs will have full access to an appropriate curriculum; individualised where necessary, and will be encouraged to fully participate in extra-curricular activities with support if appropriate.
2. What should I do if I think my child may have special educational needs?	<p>In the first instance contact your child's Form Tutor/Head of House. He/she may be able to address your concerns or may put you in touch with the Special Educational Needs Coordinator:</p> <p>Mrs C Owen 01823 274073 office@castle.somerset.sch.uk</p>		
3. What provision is there for students with special educational needs?	<p>School staff will support students at a level appropriate to their needs through effective personalisation in the classroom. This is constantly reviewed & monitored by SENCo (National Award for SEN Provision & Attachment Lead in School), SEMHCo (Licensed Thrive Practitioner, Team Teach Tutor, Emotion Coach) & Specialist Teacher (PGDip SpLD: AMBDA affiliated) as the child develops and makes progress.</p> <p>Morning Intervention – teacher/parent & student referral</p>	<p>Students requiring more specific intervention to access the curriculum may be supported in a range of ways, for example</p> <ul style="list-style-type: none"> Individual or small group literacy and numeracy programmes Individual or small group social and emotional development programmes In-class support from a teaching assistant Individual programmes to meet specific needs 	Some students with complex needs require a fully personalised curriculum and support programme.
4. How will I know how my child is making progress?	<p>As a parent/carer you will receive:</p> <ul style="list-style-type: none"> Interim Assessment (IA) and a full report, including negotiated 'next steps' between the child, parent, teachers and Learning Support - aiming to help the child make progress Parent-Teacher evenings Information about rewards and sanctions 	<p>In addition, you may also be involved in:</p> <ul style="list-style-type: none"> Annual SEN Review PEP meeting (held for identified students in Care), which ensures that additional Pupil Premium monies are appropriately targeted. Early help Assessment Review Meetings (EHA). Home Contact Book 	<p>In addition, you may also be involved in:</p> <ul style="list-style-type: none"> Annual Review/Multi-Professional Meeting, which includes opportunities for the views of parents/carers and the child relating to Progress, Need & Provision.

		<ul style="list-style-type: none"> Information from specific intervention programmes <p>At any time you may contact your child's Form Tutor/Head of House) or the SENCo for further information.</p>	At any time, you may contact your child's Form Tutor/Head of House or the SENCo/SEMHCo for further information.
5. How do I know what progress my child should be making?	All teachers are aware of every student's starting point from Key Stage 2, and are aware of the rate of progress we expect each child to make whilst at The Castle School over the 5 years. Progress can vary in each year, but the overall progress is tracked.	<p>Annual targets will be assessed against progress during the Annual Review Meeting.</p> <p>Progress will be conveyed at the end of bespoke interventions.</p>	
6. How will the curriculum be matched to my child's needs?	Broad and balanced curriculum (See Website).	Most students follow the same curriculum as their peers, perhaps with minor adjustments. Teachers are expected to support students by personalising the lesson content to meet the needs of all.	Where students have complex needs teachers are supported by the SEN Team.
7. What support will there be for my child's overall well-being?	<p>All students are supported through the House System. Each student has a Form Tutor who takes them through the 5 years at The Castle School. Every House has a Head of House, overseeing approximately 200 children. This provides 'mini schools' each with their own ethos, but working within the values of the whole school. An addition to this a member of the SLT will have oversight over a students' year group.</p> <p>Meetings, led by the Head of House, are attended by the SENCo/SEMHCo/Specialist Teacher, Careers Team, Attendance Officer Welfare Team and other members of SLT linked with Progress and Support. At these meetings students who are of concern for academic and/or emotional issues will be discussed and appropriate interventions identified. These students are then carefully monitored. We adopt a graduated response in all situations.</p> <p>First Aid The Castle School is mindful of the need to safeguard the well-being of all students and management of first aid arrangements will be undertaken in such a way as to ensure there is adequate training of staff, provision of first aid equipment and recording of first aid treatment. Any medications given are logged.</p>	<p>All students who are identified with concerns about their well-being will be offered appropriate interventions including:</p> <ul style="list-style-type: none"> Mentors Clubs School Chaplain Counselling Mediation Rewards Pastoral Plans Opportunities to work outside the classroom in a supported environment Careers advice Support from other agencies, as appropriate <p>Students with SEN may have a Key Worker, usually a Teaching Assistant, who offers support with organisation, emotional needs and liaises with parents/carers.</p> <p>The Key Teaching Assistant is an important member of staff for students with SEN, as they will constantly monitor student well-being both academically and emotional/health. SENCo trained and part of school safeguarding team.</p>	Personal Care Needs are met in a discrete and individual basis in consultation with any appropriate agencies. These will then be reviewed at Annual SEN Review.

	<p>Students with medical conditions Students with specific health conditions will have an individual Health Care Plan which will be drawn up in consultation with the School Welfare Officer, parent/carers and other health professionals as necessary. This will outline the arrangements for administering medication and provide advice for staff, in the event of an emergency. Staff will take note of the Health Care Plans when arranging any curriculum enrichment activity.</p> <p>Safeguarding If we have any concerns that a student is at risk we will always follow our Safeguarding Policy. This means the child's welfare is the paramount concern, over-riding concerns for staff and parents/carers. We will involve external agencies if we consider this to be in the child's best interests.</p> <p>Bullying The Castle School is a fully inclusive school with a strict anti-bullying ethos. Students are encouraged to discuss any worries with any member of staff.</p>	<p>PHSE 'Theme Weeks' – Key TA works with students [1:1] to ensure thorough understanding and comprehension of key strands at the most appropriate level (Keeping Children Safe 2018).</p> <p>On-Line Safety – Close working with students (SEN), parents and agencies where appropriate on an adapted and appropriate user agreement.</p>	<p>Research has shown that students identified with an additional need, including Children Looked After, can be more at risk of abuse. Questions addressing their safety will be addressed through the various Review processes. It is important to acknowledge that students will be monitored carefully, and for parents/carers to see this as a positive move and not accusatory.</p>
<p>8. What Specialist Services are available within, or accessible to the school?</p>	<p>School based</p> <ul style="list-style-type: none"> • Testing, and support for Specific Learning Difficulties such as <u>Dyslexia</u> and <u>Dyscalculia</u> • Speech and Language support • Teaching Assistants have experience and training of working with students with general learning difficulties, Dyslexia, Autism, Sensory Impairments and any SEMH difficulties. • Some Teaching Assistants are trained to provide personal care • Counselling • Careers Advisors 	<p>External services</p> <ul style="list-style-type: none"> • Educational Psychology • Advisory Teacher Support Services- Learning Support; Language and Communication; Sensory; Physical Impairment and Medical Support Team (PIMST) • Child and Adolescent Mental Health Service (CAMHS) • Mental Health Schools Team (MHST) • Young Somerset • Education Safeguarding Services (attendance) • School Nurses • EAL • Integrated Therapy Services, including Occupational Therapy and Physiotherapy • Counselling • TDPC (PRU) • NHS Educational Support & Liaison 	

<p>9. What training is available to staff supporting students with SEN?</p>	<p>Training for teaching students with Special Educational Needs is considered essential. There is an on-going programme of whole school training in teaching and supporting students including</p> <ul style="list-style-type: none"> • Specific Learning Difficulties • Autism • Hearing impairment • Visual impairment • EAL • Sensory support • Attachment/SEMH <p>Learning Support Services, along with other advisory services provide specialist training for support staff.</p> <p>In addition there is training in</p> <ul style="list-style-type: none"> • Child Protection (Safeguarding) • First Aid awareness e.g. use of epi-pen, asthma awareness, epilepsy awareness • Disability Awareness • Outstanding Teaching • Behaviour for Learning 	<p>Individual members of Learning Support and Pastoral Support</p> <ul style="list-style-type: none"> • Manual Handling • Evac Chairs • Restorative Justice • Sexual Health • Anger Management • Self-Injury • Access Arrangements • Diagnostic Assessment • Attachment Lead in Schools • Zones of Regulation • Low intensity CBT • Emotion Coaching • Mental Health First Aid <p>Supervision is an integral part of the training programme within the school.</p>	
<p>10. How will I be involved in making decisions about and planning for my child's education?</p>	<p>In addition to the opportunities listed above, (4) there are many other occasions to be involved in your child's education at The Castle School.</p> <ul style="list-style-type: none"> • Induction process from Year 6 to Year 7 • Meet the Tutor and Head of House evening Year 7 & Meet the Teachers Year 7 • Year 8 Curriculum Choices Evening • Year 9 Option Evening • Year 10 GCSE Launch Evening • Year 11 Study Evening • Post 16 College Open Evenings <p>We do encourage parents to be involved in their children's education and expect parents to contact us if they have concerns. Similarly, teachers will contact parents to address issues promptly.</p>	<p>Students will be fully engaged in discussions regarding provision at all stages of their time at The Castle School, primarily through Annual Reviews and the Raising Achievement Process.</p> <ul style="list-style-type: none"> • Learning Support Events • Yr8 Greater Depth Curriculum Support • Yr9 GCSE Option Support 	
<p>11. How will my child be included in activities outside the classroom, including school trips?</p>	<p>As stated in our school aims, we expect all children to participate in enrichment activities and we will endeavour to overcome any barriers to inclusion.</p>	<p>Key Adults in conjunction with other staff provide support to allow participation.</p>	

12. How accessible is the school environment?	As a school we have worked with outside agencies to improve accessibility.	Most areas are accessible and if necessary, we will adjust timetables to ensure children have full access to their curriculum.	Individual audits are carried out to meet the needs of students with specific conditions (e.g. Visual Impairment) as appropriate.
13. How will the school support my child through transition, both to the school in Year 7 and from the school in Year 11?	<p>We gather a lot of information about your child from their primary school, and any agencies involved, in order to make the best possible preparation for joining The Castle School.</p> <p>As a school, The Castle School has excellent links with all the Post 16 providers locally, and has a strong tradition of supporting students to find the most appropriate course. As students progress through the school, they are given a lot of support from the Careers Advisor within the school, who will personalise support.</p>	<p>This is usually in Year 6, but when a child has more complex needs the process of transfer may begin earlier, sometimes even in Year 4. In addition to the usual induction days for all students, vulnerable students (not necessarily all children with SEN) are invited to extra days in the school to familiarise themselves with their new surroundings and to take part in a tailored induction programme: Vulnerable Student Induction Programme.</p> <p>Transition Post 16 plans organised with individual students.</p>	<p>Personalised (1:1) early transition plans set up with students, families and outside professionals, both before Yr7, as well as post 16.</p> <p>High Needs students have transitional Annual Reviews which includes representatives from the Post 16 destination of choice.</p>
14. How are the school's resources allocated?		<p>As a school we have a Learning Support Department, led by SENCo/SEMHCo (Assistant Headteachers).</p> <p>Within this team there is a Specialist Teacher & a number of Teaching Assistants, whose number varies depending on derived funding from the local authority.</p>	<p>Those students identified with High Needs through the banding process, or with Education Health and Care Plans.</p> <p>Within this team is our Return to Learn base which supports vulnerable students. These students may have Social, Emotional and/or Mental Health Needs.</p>
15. How is the decision made about how my child will receive support?	The decision-making process is informed by the data and information provided by all agencies involved. Support is then personalised, within available resources, to maximise progress – following a set Graduated Response.		This is regularly reviewed, and in the case of High Needs students discussed with parents at Annual Review. Where a student makes good progress, and bridges the gap, support may well be reduced, even to the extent of being taken off the SEN Register. When significant changes to provision occur, parents are automatically involved.
16. What if I have a complaint?	As per the Suggestions and Complaints Policy we aim to provide many opportunities to keep you informed and involved in your child's progress, and we actively encourage communication between student-home and school. Co-operation between parents, staff and governors leads to a shared sense of purpose and good atmosphere in the school. However, sometimes misunderstandings arise but these can usually be sorted out by speaking to the right person. Your concern can then be investigated, and a response given.		