

## What is a SEN Information Report?

As part of the Children and Families Act 2013, Local Authorities are required to publish a 'Local Offer' which sets out support that is available for children and young people with SEND in the local area.

The Local Offer tells parents how to access services in their area and what to expect from those services. As Castle's students come from a variety of counties, links to these Local Offers can be found on the Castles website under "SEND."

Alongside the Local Offer, schools are required to publish information about their arrangements for identifying, assessing, and making provision for students with SEND. This is the SEND Information Report for Castles.

Castles is a learning community where our students have high aspirations for themselves and each other. We want our students to grow into well-informed, well-balanced, and confident citizens. We aim to provide a disciplined, safe environment where children learn effectively and respect each other.

## About our schools

Originally Castles Education was two separate schools in Lincoln and Scunthorpe. In September 2022, the two schools merged and moved to a new site in Gainsborough.

Our address is:

Acland Street, Gainsborough, DN21 2SU.

Our school provides a focused SEND learning environment including those with:

- Social, Emotional and Mental Health needs
- Communication and interaction need; This includes children who have speech language and communication difficulties including Autistic Spectrum Disorder.
- Cognition and Learning needs; This includes children who have learning difficulties and specific learning difficulties like Dyslexia.
- Sensory and/or Physical needs; This includes children who have visual or hearing needs, or a physical disability that affects their learning.

## **Our Mission.**

To provide a welcoming and purposeful environment where young people can flourish where their needs, and aspirations are met.

Our curriculum is designed to achieve this for all pupils, whatever their starting point, abilities, or needs.

We provide a safe and nurturing environment for our pupils, in which they can learn and develop socially and emotionally.

We work together to ensure that our staff and pupils have excellent relationships with each other.

Our staff and pupils have excellent relationships with each other. We work closely with our families to support our pupils.

We will change lives for the better through personalised learning, nurture, and preparation for life.

## **Our PRIDE values:**

**Purpose.** We aim to ensure that children have a clear purpose in all they do. That children know what they are learning in all lessons and why it is important. Activities and events are purposeful and enhance the learning experiences of every child at our school.

**Respect.** We teach that respect does not just mean being polite and careful but making sure that your surroundings, learning environment and fellow classmates are happy, safe and have a great place in which to learn and thrive.

**Integrity.** We guide our students to make ethical choices, uphold honesty, and foster a sense of responsibility. By instilling integrity, we cultivate individuals who contribute positively to society. Integrity is at the heart of everything we do.

**Determination.** Determination is the driving force behind success. We encourage our students to set ambitious goals, work persistently towards them, and embrace the journey of learning with determination and purpose.

**Excellence.** Our children are taught to aim high in their learning and to achieve their full potential in life. This means using all of their PRIDE skills to take pride in themselves and their work and to encourage and help others to do the same.

## What do I do if I think my child has special educational needs?

Children who attend Castles usually have an EHCP (Educational Health and Care Plan) from their previous setting. This is a legal document which details specific the child's needs and provisions they require in school. Castles will be given a copy of the child's EHCP when a place is discussed so that we can see if we can meet at the needs set out in the document.

Parents will be given opportunity to discuss the provision for their child during the admissions meeting where information about SEND can be shared. All students attending Castles will be added to the SEN register as they are receiving additional to and different from mainstream schools.

Parents will be invited to a minimum of three meetings per year, one of which is the annual review for the EHCP. During these meetings parents and pupils have a chance to discuss their special educational needs, progress and how we are supporting them as a school.

Parents will receive phone calls and emails from the class form tutor everyday so any concerns can be shared quickly.

## How will the school decide what support my child will receive?

The EHCP will explain to the school what provisions or support your child needs in school. Before starting Castles, discussions and visits will take place with professionals, students, and parents to ensure as much information is gathered as possible.

Interventions are provided to meet the needs of students across Key Stages 2, 3 and 4 including social skills interventions, academic (learning) interventions and programmes that support students emotional and mental health.

Some of the interventions we currently offer:

- Phonics intervention
- Academic intervention covering literacy and numeracy skills.
- ELSA (emotional literacy)
- Well-being sessions
- Interventions to support social skills such as Talkabout.
- Lego Therapy
- Interventions to support SEMH needs such as Anger Gremlin

On entry, students are asked to complete baseline tests in academic areas (including phonics) allowing any difficulties to be identified. A Boxall and SDQ (strengths and difficulties questionnaire) will also be completed to help support our knowledge of the child's SEMH (social, emotional, and mental health needs).

The child will be observed in lessons and discussions will happen between the teacher, child, and parent to plan next steps.

New starters Annual Reviews will be held within the first term to ensure their EHCP is accurate to a specialist setting.

Every child has a learning plan created in school which shows what is in place for them and includes information such as assessment data and pupil's views. Students have a Pupil Support Plan (PSP) which details how best to support the child's emotional and mental health needs.

On occasion, outside support may be sourced where more specialist knowledge is needed. The school will make referrals to a range of outside agencies to identify needs. These agencies will provide support/strategies and information for parents and carers in addition to schools and the child.

These could include the following:

- Educational Psychology
- Child and Adolescent Mental Health Services (CAMHS)
- Social Care – including social workers, early help workers and other family support services.
- Specialist services focusing on Social Communication such as ASCET or WTT.
- Occupational Therapy

We always discuss the involvement of specialist SEN services with parents first. The agencies available will depend on the local authority.

## How is the curriculum matched to the student's needs?

We offer a broad and balanced curriculum for all children and young people. The curriculum is bespoke to the needs of the child and their development stage.

The curriculum is adapted to meet the child's needs focusing on personal development and literacy skills that necessary for adulthood.

All students have access to a broad and balanced curriculum which includes the core subjects (English, Maths and Science) alongside non-core subjects and outdoor/vocational subjects such as forest school and food. Students can take GCSEs in English, Maths and Science alongside other qualifications such as Functional Skills.

Teaching staff are provided with training to enable effective lesson delivery for students with special educational needs. Teaching and learning are tailored to student's interests and engagement levels. Most classes have a maximum of 6 students with 2 members of staff. In KS2 and 3, teaching staff stay with their class all day. In KS4 a core set of specialist teaching staff rotate around the classes so that students have less need to transition between rooms. Teaching Assistants stay with their allocated class all day to ensure consistency.

Some of our students may have additional funding for 1:1 or 2:1 because their needs are greater than our usual class ratios.

Alternative curriculum pathways can be created on and off-site to ensure all students are fully engaged in education. Some students access a vocational offer and/or work experience placements to broaden their experiences. Students in KS4 can choose options subjects. We have an online tutoring package that can support students who struggle to access on-site education.

Depending on a student's needs, scribes, readers, extra time, supervised rest breaks and prompts can be used during tests and examinations.

## What expertise can we offer?

Within team we have staff with a wide range of skills, experience training & qualifications.

Andy Fyfe, Headteacher,

Martin Mallott, Associate Headteacher,

Claire Cobb, Deputy Headteacher for Inclusion/SEN, holds Postgraduate qualification in Special Educational Needs Coordination and a SpLD Diploma in Dyslexia. She has several years' experience working with students in Mainstream and Special schools.

Emily Marron, SENDCo, was previously Assistant SENDCo at Castles and is now undertaking her National SENDCo Award. Emily acts as the school's Designated Teacher for Looked After Children.

Charlotte Murray is the Designated Safeguarding Lead. Charlotte works with teaching staff, parents, carers, and external agencies and has experience in mainstream and special needs settings.

Joann Collins, started at Castles as a Teaching Assistant and now leads the Care Team. Their role in school is to help students manage their feelings and emotions during the school day. She has set up and manages the designated rooms that students can use when they are overwhelmed within the class.

Aswell as a committed team of teachers and teaching assistants we have two teams dedicated to supporting our students outside of the classroom called the SEN Team and the Care Team.

The SEN Team comprises of:

- Deputy Head teacher for Inclusion
- SENDCo
- Well-being practitioner
- ELKLAN (speech and language)
- Phonics/reading lead
- Academic intervention lead
- 2x ELSAs

The Care Team comprises of:

- 2x Family liaison practitioners
- 3x support staff members who are based around the school, in and out of classrooms, supporting students who are having difficulties.

## **What provision is there to support my child's emotional and mental health?**

Castles strives to find a balance between academic and enrichment-based learning to meet the emotional and mental health needs of our students. The timetable consists of both in equal measure. Many students have found career pathways and/or activities they would not have thought of before taking part in tasters as part of their school day.

The school timetable is blend of academic and outdoor education/vocational activities. At KS4 students can choose options such as Duke of Edinburgh (D of E), Mechanics, Construction and Hair & Beauty.

All children will have a Boxall profile complete which helps identify their social and emotional needs and target support appropriately. This information is used by the child's form tutor who has oversight over the support in place for their students. The Boxall profile will guide the level of therapeutic support needed.

The safeguarding lead ensures a close working relationship with any Early Help or Social Care workers to ensure a consistent plan of support is in place across home and school. Safeguarding procedures are in place, and these can be found in the safeguarding policy.

The school has recently been working on embedding zones of regulation, the nurture principles, and the PACE approach into everything we do. These systems work alongside each other to help students talk about and understand their feelings and emotions giving them strategies to manage them independently. You will see displays and language being used around school by staff and students.

## **How is my child's progress and achievement shared?**

Parents are actively encouraged to be involved in their child's education. We hope to build positive and pro-active home/school relationships. We are always on hand to discuss the progress and achievements of our cohort.

You will receive daily emails from a member of staff, and you will be invited to regular review meetings where your child's progress can be discussed. During the parent progress meetings, your child's learning plan targets can be reviewed to check their educational offer is accurate.

If your child has an EHCP, you will be invited to attend their annual reviews where their targets and provision are monitored and updated.

Once a year, a written report is sent home.

Every day, praise and achievement are shared through the point system with the students and this information is sent home via daily emails/phone calls.

## **What opportunities are there for my child to share their views?**

We encourage students to understand and craft their provision with the staff and professionals supporting them.

Each child has SEN documents created for them which outlines their difficulties, learning strategies and other useful information for staff. They outline targets to be working towards to make progress in areas they see as important and/or are outlined on their EHCP. Students are asked for their input in these documents explaining what their strengths and difficulties are and how they feel they are best supported.

Students are asked to take part in student voice sessions and can also share views at various other opportunities including form time. The form tutors will also ask for student voice during regular reviews of their SEN documents. Reflection time, including nurture breakfast, is built into the school day. We use zones of regulation to help guide these discussions and encourage the staff and students to use the nurture principles and the PACE approach to help guide conversations.

Students also have an active role during annual review and parent meetings.

We have a school council which empowers students to be involved in decisions that effect school and the community. The school council is also invited to an interview panel when appointing new members of key staff.

## **How does the school prepare my child for post-16 and adulthood?**

Careers is part of the PSHE curriculum at Castles from Year 5 to 11. Students are asked as part of their SEN documents reviews what career path interests them so we can try to build their aspirations into their timetable. We also ask this in their admissions meeting before they attend school in case we can tailor their timetable.

In KS4, staff give careers advice and ensure students have a pathway to adulthood post-16. Students are offered honest and supportive options based on their interests and skills. Visits are made to prospective post-16 placements and support is offered to students and parents in terms of what is on offer locally to them. We also have an independent careers advisor who comes into school to work with the students.

We have recently started working with Gainsborough Trinity Foundation who have begin coming into school delivering workshops to students on employability and life skills which will guide them as they move into adulthood.

During transition, we ensure that all relevant information is forwarded to the new setting. Usually there is a meeting between the two settings to ensure a smooth journey.