



Castle View Primary School

Headteacher: Miss Claire Bright

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SEND Information Report

Our statement of school aims is:

'Working in partnership with the children, families and our whole school community, we aim to provide a safe and caring environment that will nurture happy, independent, lifelong learners who value themselves and others; and have the creativity and confidence to meet the challenges of life with a positive attitude, achieving their personal best.'

Introduction

Castle View Primary School sits alongside Rising Stars Nursery. The school is on a steep hill and all reasonable adjustments have been made in order to make the school building accessible. We are able to offer wheel chair access to the ground floor of the building, including the school office, hall, reception class and the Year 1 and 2 classrooms. The school has accessible toilet access on the ground floor. Information about the school day can be found on the school website. A newsletter is sent home weekly and a class curriculum update is sent home half termly. Regular updates are posted on the school Facebook page.

Any information about the school can be made available in different sizes of print or on 'buff' coloured paper. The school can access translators through Lancashire County Council approved services. We work closely with external agencies. These may include: GP, School Nurse, Education Psychologists, Paediatricians, Speech and Language Therapists, Occupational Therapists, Specialist Teachers. Child and Adolescent Mental Health Service, Social Care, Inclusion and Disability Support Service (IDSS), Children and Family Wellbeing service and Special Education Needs and Disabilities Advice and support Service (SENDIAS).

The school operates an open door policy and has 3 parents' evenings a year to provide opportunities for parents to discuss the progress of their child. The Special Educational Needs and Disabilities Coordinator (SENDCo) is available to discuss support in more detail or provide further information during parents' evenings or at a mutually convenient time when requested by parents. Visits to the school are welcomed and can be organised by phoning the school office.

The 'Lancashire Local Offer' is currently available at www.lancashire.gov.uk/SEND

The website contains details of staff currently employed at the school.

How does the school know if pupils need extra help?

The school is committed to the early identification of any children who may need additional support in school. Needs are identified through a variety of ways including: concerns raised by a parent or the class teacher, the child achieving below the level expected for their age, liaison with outside agencies, or health diagnosis through a Consultant Paediatrician.

Assessment of progress is part of our day-to-day teaching, with more formal assessments of reading, writing and maths, taking place termly. The class teacher and the SENDCo can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators using Performance Indicators for Valued Assessment and Targeted learning (PIVATs). The class teacher and SENDCo assess and monitor the children's progress against their previous achievements and national expectations. The SENDCo works closely with parents and teachers to plan appropriate quality first teaching and/or a programme of intervention and support. This may be provided in small groups, individually or with practical support in the whole class environment. Individual Support and Pupil Development Plans are written for children who are identified as having a Special Educational Need or Disability and require specific targeted support. All support is recorded on the school's Provision Map.

If your child has complex needs or a disability they may have an Education, Health Care Plan (EHCP), which means a formal meeting will take place annually to review your child's progress. Further referrals can be made to outside agencies, such as Inclusion and Disability Support service to identify specific learning needs.

What should I do if I think my child has Special Educational Needs?

Castle View Primary School operates an open door policy. If you have concerns please contact your child's class teacher or you can contact the school SENDCo, Kerrie Boardman, or one of our Learning Mentors, Stacey Wilkinson or Julie Lawrence.

How will the school help me to support my child's learning?

Each class has access to at least one Teaching assistant trained to recognise when and what support is appropriate. Access to the curriculum is differentiated to enable independent learning for all children. The class teacher will communicate class topics with parents through newsletters and curriculum up dates. The teacher will set homework that is differentiated and reflect work done in the classroom.

If your child has an EHC plan or a Learning Support Plan you will have a copy of the plan and you will be invited into school to discuss the strategies and provision available. The SENDCo is able to advise on how best to support your child in their learning both in school and at home. We have links with various organisations and agencies that offer specific support, information and courses for parents. The SENDCo can signpost families to external agencies that will support the work being done in school. The school can share appropriate strategies and resources with home to support your child's learning, for example visual timetables, pictures or pencil grips.

The school offers parents the opportunity to access courses in school designed to enable them to understand the methods used in, for example: synthetic phonics (reading), writing and maths, as well as courses to support family wellbeing such as Family Links.

The School provides Learning Mentors and a Family Support worker to enable pupils and their families to access learning.

Class teachers are available to discuss learning at parent's evenings as is the SENDCo. The schools open door policy means that parents can access school staff easily to make appropriate appointments throughout the school year. The class teacher and the SENDCo meet regularly to discuss each pupil. The provision discussed above is available for all families and children to access regardless of their SEND status.

How do teachers match the curriculum to an individual child's needs?

The class teacher has access to reports detailing a pupil's preferred learning style and assessment level. They have regular meetings with the SENDCo and use this information to inform their planning.

The class teacher will oversee, plan and work with each child with SEND in their class to ensure progress is made in every area. Classroom tasks are pitched at an appropriately differentiated level so that all children are able to access the work according to their specific needs. Visual and practical resources are available where necessary.

How will I know how my child is progressing?

Pupils' progress is monitored throughout the school and progress is tracked termly. Pupil progress meetings are held with Class Teachers, SENDCo and Assessment Leader each term to discuss each child's progress. Pupil progress is discussed with parents at parents' evenings and you are invited to discuss their annual report in the summer term. Additional meetings can be arranged at any point by contacting your child's class teacher or the SENDCo.

Children with SEND Support have Learning Support Plans which are reviewed at least 3 times per year. Each outcome is evaluated and new outcomes will then be set. Children with EHC plans or Statements will also have an Annual review.

We believe that your child's education should be a partnership between parents and teachers therefore we aim to communicate with you regularly.

What support is there available to ensure my child's overall wellbeing?

The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this should be your first point of contact. If further support is required the class teacher liaises with the SENDCo and/or Learning Mentor for further advice and support.

The school entrances are staffed with adults who meet and welcome pupils and their families each morning. This ensures a smooth transition between home and school each day. There are a variety of school clubs available during and after the school day. The clubs are available to all the pupils in the designated age range assigned to that activity.

Playtimes are supervised by teachers and teaching assistants. Lunchtimes are supervised by lunchtime support assistants. Occasionally children will need alternative arrangements and this is provided by learning mentor or teaching assistants. The provision is provided in a quieter environment with a choice of activities.

We have a policy for the administration of medicines. If a child requires regular medication in school for a specific condition, this will be managed through an Individual Health care plan. All medicine is recorded in a medicine book along with the details of dosage and frequency and parents sign to grant authorisation to the school to administer it. All medicine that is brought into school is kept safely in the school office unless there is a special arrangement for an individual child.

As well as teaching assistants, the school also employs a family support worker and two learning mentors who work across the school. Learning mentors can be accessed by any pupil. They work with children and their families in order to enable learning particularly where the child may have an emotional or social need. This can be short or long term support.

As a school we have a very positive approach to all types of behaviour. Each class has a clear reward and sanction system. If a child has behavioural difficulties, a Learning Support Plan is written with input from the SENDCo, class teacher, parent and child. This will identify the specific issues, put relevant support in place and indicate outcomes. After any serious incidents we will inform you about what has happened.

What if I need an educational report for an agency outside of school?

Where appropriate the school request at least 2 weeks' notice for a (brief) report. For example, an update for the consultant paediatrician. Reports for EHC plans may take longer and can be discussed on an individual basis.

What training have staff supporting pupils with Special Educational Needs and disabilities had?

The School SENDCo has completed an induction training session with Lancashire County Council. We have a regular training programme and INSET days dedicated to SEND. The training is dynamic and led by the changing needs of the school community.

Many staff, teaching assistants and teachers, have had training which includes:

Every child a Reader

Synthetic phonics

Better Reading Partners

Teaching children with Autistic Spectrum condition. (ASc)

TEACCH – a structured approach to learning for children with ASc

Supporting girls with ASc

Understanding ADHD in the classroom.

Cygnets – A professional's guide to working with and understanding ASC.

Guidelines for IEP planning.

Moving and Handling

Developing gross and fine motor skills

Elklan - a course to enable understanding of speech, language and communication difficulties.

Well.Comm - an assessment and intervention programme for Speech, language and communication difficulties.

How will the school prepare and support my child when joining the school or transferring to a new school?

Reception Class

The school shares its site with Rising Stars nursery. The nursery class has a play area in close proximity to the current reception class meaning the children are accustomed to the Reception class staff team and play area. Many of the children already have siblings at the school. In the summer term sessions are arranged for nursery children to access the reception play areas and classroom. The Reception class team and where necessary the SENDCo meet with the families during the summer term. In September the new intake have a staggered start during the first week this enables the reception class team to meet with children and families in their home. Children who have not attended Rising Stars are contacted when places are allocated in the summer term in order that the Reception class team and if appropriate the SENDCo can visit the child in their nursery and meet with the family. They are given opportunities to visit the school along with the rest of the cohort.

We encourage all new children to visit the school prior to starting with us. For children with special needs or a disability, we hold a transition meeting and may facilitate a phased transition to help your child acclimatise to their new surroundings. Where appropriate we can supply photographs of the child's intended class and key adults.

When children are transferring to high school, we arrange visits and liaise closely with staff at other schools to ensure all relevant paper work is passed on and all needs are discussed and understood. If your child has a Statement or Education, Health Care Plan and is changing to a new school we will arrange for you and your child to attend handover meetings with the relevant staff from the receiving school.

Year 6

Access arrangements are used for children who need additional support when sitting examinations such as SATs. This includes one to one support when necessary, timed breaks, additional time or working in a quiet setting in a small group to aid concentration.

Will my child be involved in activities outside the classroom?

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 this is successful. A full risk assessment is carried out for any trip out of school and any additional support to enable your child to access any activities.

How are the governors involved and what are their responsibilities?

The SENDCo reports to the governors regularly to inform them about the progress of children with special educational needs or disabilities; confidentiality is maintained at all times. We have a nominated governor for special educational needs and all the governors agree priorities for spending within the special educational needs budget.

Who can parents contact for further information?

The Special Educational Needs and Disabilities Co-ordinator is currently Kerrie Boardman. Parents can contact the SENDCo either through the school office, telephone: 01524 67880, or by e-mailing kerrieboardman@castleview.school

The learning mentors are Ms S. Wilkinson and Ms J. Lawrence.

The family support worker is Ms C Simmonds.

All staff at Castle View Primary School work closely to support children with SEND and their families and can help parents access information and support from outside agencies. The SENDCo or learning mentors can help with forms if necessary.

Updated October 2019 by Kerrie Boardman

To be reviewed October 2020