



Who can I contact for further information?

Your child's Class Teacher, the Inclusion Manager or the Principal.

Principal: Mrs Eileen Allpress

From January 2017- Mr Paul Ward

Assistant Principal responsible for Inclusion/ SENDCO: Mrs Elizabeth Pope.

Role and Responsibilities

Principal: Mrs Eileen Allpress

From January 2017- Mr Paul Ward

Responsible for:

- The day to day management of all aspects of the school, including overseeing the support for children with SEND
- Keeping the governing body(Bright Tribe Trust) up to date about any issues in the school including those relating to SEND
- Assistant Principal Inclusion /(SENDCO): Mrs Elizabeth Pope

The Principal hands responsibility for the day to day management of Inclusion to the Assistant Principal Inclusion.

Responsible for:

- Coordination support for children with special educational needs and disabilities (SEND) and developing the school's SEND policy and practice
- Making sure all children can access the curriculum and that their teaching helps them to make progress and is of high quality
- Ensuring that parents are involved in supporting their child's learning and that they are fully informed about the support their child is getting in school
- Taking account of parent's wishes and concerns and supporting the planning for a child's next steps
- Liaising with other professionals who may come into school to help to support a child's learning and development e.g. speech and language therapists, educational psychologists, etc
- Supporting teachers and support staff in the school so that they can help all the children to achieve well.

Class Teachers

Responsible for:

- Ensuring that all children in their class have access to good teaching and that the curriculum meets every child's individual needs
- Checking on the progress of every child in their class and planning and delivering any additional help that individual children might need
- Helping anyone working with individuals or groups of children to deliver the planned work/programmes of work so that they can make the best possible progress. This might be a Teaching Assistant, Key Worker or outside specialist help
- Meeting with parents and together writing an action plan so that both home and school agree what should happen to support the child each term
- Making sure that everyone working with individual children in school understands their individual needs or condition so that adjustments can be made to enable them to be included and make good progress
- Following the SEND Policy in their classroom and with all children with special educational needs or disabilities that they teach.

Teaching Assistants

Teaching Assistants work with teachers to help children to make good progress. Their work is guided and planned by the teacher. Sometimes they work with individual children or groups of children who need support with an element of their learning.

Key Workers

A key Worker is a teaching assistant who is allocated to provide additional support for an individual child who has special educational needs or disabilities or who needs additional support with an area of their learning.

If you need any additional information we will be happy to help. Please phone the school or call in to make an appointment and we will be happy to show you around and to answer any questions.

How will Castle Hill help my Child?

At Castle Hill, we celebrate the fact that every child is unique and different and, therefore, the educational needs of every child are different – this is certainly the case for children with special educational needs and disabilities.

We aim to ensure that all children in our school are happy, settled and enjoy each day with us. We are a very inclusive school. We want to make sure that each child can make good progress and achieve well. This means that we get to know each child and do our very best to meet their individual needs whether this is through providing extra support in lessons, adapting our curriculum or providing assistance for personal or medical needs.

What we offer will be different for each child. We will know what they need by talking to the people who know them best; their parents and people who already know them and their family. Once the child has started school with us we meet regularly with parents, carefully monitor the child's progress and also take advice from external experts such as education and health professionals.

What support will there be for my child's overall wellbeing?

Every child's happiness is of utmost importance to all the staff at Castle Hill . When children are happy and settled they are ready to learn and grow.

All the children with additional needs who were involved in a recent survey said they are happy at school, like coming to school and knew several people to ask if they needed help with anything.

Each class has at least one teacher and a teaching assistant who will get to know every child well. The relationship between them is really important to add to a child's well-being. During the first few weeks in school there will be a focus on building these relationships.

Some children need additional support in developing relationships, settling into school, or with developing age appropriate social skills. Additional support in this area is just as available as it is for children who are having difficulties with learning to read or write.

If your child is unhappy or unsettled the first person to speak to is the Class Teacher. If the problem continues please make an appointment to see the Principal, Assistant Principal Inclusion or Learning Support Mentor and we will investigate further and seek solutions with you. If the situation cannot be resolved within school there are other agencies we can contact to help us, but this is very rarely necessary.

We have a set of school values and behaviour expectations that all children must follow and this helps children to do the right thing and impacts on the overall happiness of the school as a whole.

How does Castle Hill know if a child needs extra help and what should I do if I think my child may have Special Educational Needs?

Often children are identified as having special educational needs before they start at Castle Hill school and then the school works with the people who already know them so that we can begin to put things in place before the child starts with us.

If a parent feels that their child has special educational needs there are lots of people in school that can help.

The child's class teacher will get to know them really well and they are always glad to speak to parents about any concerns.

The Assistant Principal Inclusion/SENDSCO has a lot of experience of working with children who have special educational needs, and their families. It is her job to make sure that the school is doing everything it can to meet the needs of individuals and groups of children, and to seek additional advice for parents and the teachers.

Sometimes when a child starts at our school the well trained staff notice quite early on that they need more support than other children of the same age. Sometimes it takes a little longer. The teachers will

share their observations with parents and through their discussions gather more information. The teacher will then talk to the Assistant Principal Inclusion/ SENDCO who may be able to make some additional suggestions about how to help the child overcome any difficulties.

All children's progress is closely monitored by the class teachers, Principal, Assistant Principal Inclusion/ SENDCO and other senior leaders in school, who meet regularly to discuss children's strengths and difficulties. If we feel that a child is not making the same progress as other children we will observe them, assess their understanding of what we are doing in school and use tests to pinpoint what is causing the difficulty. We will then plan activities to help them to catch up and to make good progress.

Sometimes teachers can see that a child is having difficulties at school which cannot be overcome using the usual or additional methods that work for most other children. If this is the case the teacher will arrange to meet with parents to talk about what they have discovered, what has been tried so far and what they feel should happen next. If parents agree, referrals are then made to the appropriate agencies. This helps to pinpoint why the child is having difficulties and then provides parents and teachers with advice on what to do next.

What are the external agencies, specialist services or professionals that are accessed by school?

Our school has very good relationships with the Health Visitors and School Nurse and they can very often provide good advice to parents and school about how to help individual children.

We work closely with Speech and Language Therapists, Educational Psychologist and members of Suffolk Local Authority Support Services such as The Behaviour Support Service.

We also have regular contact with Paediatricians, Consultants, Physiotherapists, Occupational Therapists, Dieticians, and Parenting Support Services.

How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education?

Children in the Early Years.

- We have very good relationships with local pre-schools, health visitors and the Early Years Special Educational Needs team
- We hold 'Stay and Play' sessions in the nursery where you can come each week and spend an hour with your child getting to know the staff and familiarising your child with the nursery
- Our staff will make a home visit to meet you and your child before they start with us at school
- With your permission, we will contact any health professionals that you have informed us are working with you and your child so that we have all the information we need before they start
- When a child who has already been identified as having SEND is going to start with us we visit the current setting and attend Review Meetings there. Their current nursery or pre-school usually brings the child to visit us too

- We receive transition information for children who are already attending an Early Years setting
- An extended transition is available for any child who needs it
- Social stories are used if they will be helpful
- Most children in the Early Years will settle very quickly but for those who need it we offer shorter days initially
- A visual timetable (pictures showing the order of the day) and a structured daily routine are in place to help with settling in
- Individual 'hand-overs' are used whenever needed
- Parents are invited into the classroom every day to help with settling in and there is daily contact with the Early Years Staff and key workers.

Transition to secondary schools

- Castle Hill liaises closely with local Secondary Schools to ensure that they have all the information that they need to make the transition as smooth as possible
- The SENDCO from the local Secondary Schools usually requests a meeting with staff from our school so that we can talk about the child's needs, strengths, interests and learning styles
- A teaching assistant will escort your child for additional transition visits to the secondary school, if these are available to them
- All information and personal equipment (e.g. specialist seating, communication aides, etc) is transferred to the Secondary School prior to the child starting in September
- Social Stories are used when necessary
- The whole year group will be making preparations and talking about transition and your child will be fully included in this

Transition to secondary schools – children with Statements of SEND or EHC Plans

- For children with a statement of SEND or EHC Plan, the transition process begins at the Year 5 annual review

Whilst the decision about which secondary school to choose lies with parents, Castle Hill will support you to find the right secondary school for your child

- The Assistant Principal Inclusion will help to arrange visits to Secondary Schools and if you wish will accompany you on these visits
- Castle Hill liaises closely with the local Secondary Schools to ensure that they have all the information that they need to make the transition as smooth as possible

- Your child's Key Worker will escort them for additional transition visits to the local Secondary schools if these are available to them
- Once the decision about placement has been decided and a new school allocated, the Secondary School SENCOs are invited to attend the year 6 Annual Review, where we will all be able to share information and make plans to assist the transition process
- All information and personal equipment (e.g. specialist seating, communication aides, etc) is transferred to the Secondary Schools prior to the child starting in September
- Social Stories are used when necessary
- The whole year group will be making preparations and talking about transition and every child will be included in this.

Transitions within school

Moving classes can be worrying for any child. For some children with SEND it is a particularly difficult time and we want to make all transitions as smooth as possible.

- We spend a lot of time with children who need the extra support, providing additional visits to the new classroom and giving them extra time with their new teacher.
- If your child has additional key worker support we will discuss if it is in their best interest for the Key Worker to move on with your child. If it is, whenever possible we will aim to do this.
- Your child's class teacher / key worker will have discussions with the new teacher/ key worker about your child's specific needs. All action plans, equipment and resources they need will be passed on ready for the change. The Assistant Principal Inclusion will also help with this.
- The whole year group will be making preparations and talking about transition and every child will be fully included in this.
- Social stories are often used to help and these may be used in school and at home.
- When children have moved to the next class the new class teacher continues to draw on the expertise and advice from the previous teacher and may also need your help in settling your child.
- It is important that you also build up a relationship with the new teacher/key worker so that you are comfortable and happy to share your thoughts, successes and any concerns.

Children joining Castle Hill in Key Stage 1 and 2

- Ideally before your child starts at our school there will be the opportunity for you and your child to come and have a look around, meet with the Principal, the Assistant Principal Inclusion and the Class Teacher. We will have the chance to talk about your child's needs and what we can do to support him/her.

- As long as we have notice of a child's arrival at our school we contact the previous school to ask for any up-to-date advice to be forwarded to us so that we can put any special provision requirements in place ready for them to start with us.
- With parent's permission, we will contact any health professionals that we have been informed is working the child or their family so that we have all the information we need before they start.
- A class 'buddy' will help the child to follow the class routines and will help with establishing friendships.
- Individual 'hand-overs' are used whenever needed.
- Most children in Key Stage 1 and 2 will have been to school before and will settle very quickly but for those who really need it we offer shorter days initially.
- A visual timetable (pictures to show what is happening in the day) and a structured daily routine are in place initially to help with settling in.
- Social stories are used if needed.
- Lunchtime supervisors will be made aware to keep a special eye on individual children over the lunchtime period and support them when needed.
- For children who already have a statement or Education Health and Care Plan, the Assistant Principal Inclusion Manager or member of staff will attend meetings at the current school prior to transfer and the support stated in the Statement/EHC Plan will be in place for the child when they start at Castle Hill .

How will both you and I know how well my child is doing and how will you help me to support my child's learning?

At Castle Hill staff are available in the playground in KS2. In KS1 there is a 'meet and greet' policy so your child is welcomed into the class, just before and after school each afternoon so there are plenty of opportunities to share information or to make an appointment for a longer meeting if necessary.

We hold formal parents evenings during the year and an termly reports are sent out .

All children's progress is closely monitored by the Class Teachers, the Principal, Assistant Principal Inclusion and other senior leaders in school, who meet regularly to discuss children's strengths and difficulties. If we feel that a child is not making the same progress as other children we will observe them, assess their understanding of what we are doing in school and use tests to pinpoint what is causing the difficulty. We share any concerns we have with parents.

Sometimes teachers can see that a child is having difficulties at school which cannot be overcome using the usual or additional methods that work for most other children. If this is the case the teacher will arrange to meet with you to talk about what they have discovered, what has been tried so far and what they feel should happen next. If you agree, referrals will be made to the appropriate agencies. This helps to pinpoint why the child is having difficulties and then provides both parents and the teachers with advice on what to do next.

Parents of children with SEN or disabilities are invited into school at least twice per year to have a longer discussion with the class teacher (and sometimes with the Assistant Principal Inclusion and other

professionals who are working with the child). At this meeting we all celebrate the child's successes and look at what we can do together to help the child make progress in all areas. We talk about if the child's understanding and behaviour are the same at home. We take this into account so that we are all helping the child in the same way to make progress. At the end of our meeting we decide together on priorities for the term and an action plan is created so we are all clear of the roles we will play in making things better for the child.

It is important that the children also know and understand what they are working on. Individual targets are shared with the children and successes celebrated as part of an ongoing process.

In order to support parents with their child's learning we also periodically run workshops about reading, phonics, and homework to name just a few. All parents are encouraged to attend these.

If parents feel they need any additional help in supporting their child's learning at home class teachers are always happy to offer advice.

How are parents involved with the school? How can I be involved?

Parents can be as involved as they wish in the life of the school. Our door is always open and if parents would like additional information about any aspect of school life we are more than happy to sit down with them for a chat.

We welcome parents into school as regular helpers and parents are often invited to assist with their own child's class trips and outings.

Parents are invited to their child's assembly and to watch any performances that the children are taking part in. These may be with the school choir, class music group or seasonal productions.

Newsletters are sent out regularly to inform parents of the class topics. More information for parents can be found on the school's website and Facebook page.

Castle Hill parents have a PTA (Parents and Teachers Group) who meet regularly to talk about what is happening in school and what they can do to support the school's work. They have provided funding specifically for equipment for children with additional needs. This is an opportunity for parents who are experiencing similar problems and worries to meet up for a drink and a chat.

Workshops are advertised by the staff in the year group concerned and cover topics such as phonics, helping with reading, health and well-being, safety on the web, to name just a few.

We ask that parents talk to their children every day about their school day in the language of the home, support them with their homework, listen to them read every day and help them to extend their interests. This is one of the best ways that parents can help their child and one of the easiest ways to become involved with the school.

How will the curriculum be matched to my child's needs?

At Castle Hill we understand that one size does not fit all when it comes to education. All children have different starting points and our staff are trained to make resources and 'work' either easier or more challenging so that each child is able to learn at their own pace and in their own way. We look at where the

child is now in their learning, what they need to know and do next and then use our knowledge of how they learn best to find the most effective way to help them to progress.

We know that all children learn best through first hand practical experiences and this is even more important for many children with additional needs. We match our activities, teaching styles and methods to how we know the individual child or group of children learn best.

What training have the staff supporting children with SEND had or are having?

Staff are trained to adapt to a range of special educational needs and disabilities. We have experienced staff who can use approaches designed to help children with:

- Specific learning difficulties (e.g. dyslexia)
- Autism
- Coordination difficulties
- Memory difficulties
- Visual impairment
- Hearing problems
- Speech, language and communication difficulties
- Sensory processing difficulties
- Social and emotional difficulties
- Various medical conditions.

We have teachers and support staff trained to use Picture Exchange Communication System (PECS), various speech and language therapy methods, specific moving and handling techniques, and to deliver specific physiotherapy programmes. Our teachers and teaching assistants are always happy to learn new skills so that we can support all of the children in our care.

How are the school's resources allocated and matched to children's special educational needs?

Schools receive funding for all pupils including those with Special Educational Needs and Disabilities and they meet pupil's needs from this. The Principal of the school and the Assistant Principal Inclusion will work with the teachers and other senior leaders in school to decide how the school's resources will be used. Some children will take part in group programmes designed to help them with specific areas of the curriculum whilst some children will need more individualised support.

The parents of children with identified special educational needs and disabilities are invited into school regularly to discuss their child's progress and to work together to identify next steps in their child's learning. Any additional support or resources needed will be discussed at these meetings, or sooner if necessary.

If a child needs additional support or resources that will cost more than £10,000 per year, the school can apply to the Local Authority for an Education, Health and Care Plan (which replaces Statement of SEND from Sept 2014).

If the assessments of a pupil's needs identifies something that is significantly different to what is normally available within schools there will be additional funding allocated. Parents have a say in how this is used and the local authority will advise you if you are eligible for a personal budget which will be used to fund the agreed statutory plan.

How will my child be included in activities outside the classroom including school trips?

All children are given equal opportunities to take part in activities outside the classroom and to take part in school trips/educational visits.

Pupils with Special Educational Needs and disabilities are always included in school trips and residential visits, except in exceptional circumstances . We work closely with parents to ensure we fully understand the child's needs and if necessary contact the appropriate specialists to make sure we haven't missed anything. All outings are carefully risk assessed taking into account the needs of all children attending.

We provide the correct level of support to match the needs of the child. This may be as part of a very small group, one to one or more where needed.

Access and transport are carefully considered to make sure that nobody is left out.

There are often opportunities for additional activities that are available only for children with special educational needs and disabilities and we make the most of what is available to us

How accessible is the school building?

Our school building is very accessible at both KS1, however 4 classes are based upstairs in KS2. Pupils are placed in classes appropriate to their physical needs . The majority of classrooms are on the same level There is a lift into the KS2 canteen.

We have accessible bathrooms on the ground floor of both KS1 and KS2 sites.

There are ramps up to the external doors at KS2 and there is access to the car park with space for disabled parking.

What if I am not happy with a decision or what is happening for my child?

The first point of contact should always be your child's class teacher. If you need to talk to someone else an appointment should be made with the Assistant Principal Inclusion (Mrs Pope). Explain your concerns to them first and if you are not satisfied that your concern has been addressed speak to the Principal and ask to speak to the Bright Tribe Trust's representative for SEND.