

Castlecroft



Primary School



A SENDCO is a member of staff responsible for the day-to-day operation of the school's SEND policy. SENDCO stands for special educational needs and/or disabilities coordinator. A SENDCO is a qualified teacher who has achieved the NASENCO (The National Award for SEND co-ordination)

Our SENDCO is Mrs Birbeck-Simpson who completes her NASENCO qualification in 2024. She has 29 years of Primary teaching experience across the Primary phase and she currently supports teaching in Yr 6. She has been the Deputy at the school since 2008 and is also the PSHE lead at Castlecroft. If you would like to contact her please call school on **01902 556606** or email her on: [s.birbeck@castlecroftprimaryschool.co.uk](mailto:s.birbeck@castlecroftprimaryschool.co.uk)

Our VI base has been at the heart of our school since it opened in 1978.

We have provision for the education of eight partially sighted and/or registered blind children who are all fully integrated within the school. The key principles of our VI provision are:

- ✓ The integration of VI pupils with their sighted peers in a mainstream setting
- ✓ The development of independent living skills
- ✓ A flexible system of staff management that provides an effective level of pupil support as well as opportunities for enhanced inter-personnel support, information sharing and in-service training
- ✓ A continuing review of technological support and development

## Meet our SENDCO



## Our VI Base



A QTVI (Qualified Teacher of the Visually impaired) is a central role in the education of children with Visual impairments. The QTVI has responsibility for a wide range of duties including for example: Assessing children's functional vision in liaison with health professionals, advising staff on strategies for curriculum access and independent learning, teaching specialist skills such as Braille and adapting learning resources. QTVIs hold a specialist mandatory qualification (MQ) completed at postgraduate level in addition to qualified teacher status. Our QTVI is Mr Paul Dimmock. He has 45 years of teaching experience and has been a QTVI for 30 years. As Mr Dimmock works part time, it is easiest to contact him through the office on 01902 556606 or via the school SENDCO.

Our VI Lead TA is Mrs Dawson. Her role is to support the team of VI TA's with advice and guidance. She has a wealth of experience having worked as a VI TA at Castlecroft, for over 35 years, where she has worked with children with a range of complex needs in addition to their Visual Impairment. Mrs Dawson is a qualified

brailist and works with our pupils who will need these skills, first preparing them with our “sticky fingers” programme and then moving them on to learning Braille.

### Meet our QTVI



### Meet our VI Lead TA



### Every teacher is a teacher of SEND.

At Castlecroft, we whole-heartedly embrace our responsibility to ensure good progress and attainment for our children with SEND. We know that every teacher is a teacher of SEND (Including every Teaching assistant.) We take collaborative responsibility for the pupils in our classes whilst remembering that the teacher has ultimate responsibility. Teachers are not only supported by the SENDCO but by excellent, experienced Teaching Assistants and all staff benefit from a rigorous, ongoing Programme of quality CPD.

### Meet our SEND Lead TA



Miss Peakman, our lead SEND TA, supports the SENDCo in making decisions about provision in school. She has a BTEC national diploma in childcare and previously worked in a Special school for over 10 years, in a base for children with ASD and complex cognitive needs. She is trained and experienced in a wide range of interventions and SEND programmes including: PECS, AAC speech devices, Makaton Level 1 and 2, Intensive interaction, and JABADEO-interaction through movement and sensory integration and structured approaches such as TEACCH. She draws on her extensive experience to offer support, advice and guidance to our team of SEND TA's. Miss Peakman works one-to-one supporting the needs of our children with more complex special needs.

### The SEND one-to-one TA's

Some classes and some individual children have additional SEND support from one-to-one TA's who ensure that we are meeting the provision needs of our children on EHCPs and those with more complex special needs. Where possible we have more than one

**Our TA's with responsibility for supporting SEND at a Universal/class level**





person working with our children who require one to one support to discourage dependency.

All of our class TA's support the learning of children with SEND including regularly pre-teaching and supporting over-learning of key information to encourage retention. The team are also trained in a wide range of interventions to support learning for example: Blanks Languages, Colourful semantics, and precision teaching. Our TA's are also all trained in ways to support emotional regulation such as emotion coaching, zones of regulation, sensory breaks, sensory snacks and sensory circuits and some of our TA's are trained in deep pressure massage.

SEND is categorised into the following areas in the SEN code of practice.

**Special Educational Needs**



|   |                                     |
|---|-------------------------------------|
|    | Cognition and Learning              |
|    | Communication and Interaction       |
|   | Social, Emotional and Mental Health |
|  | Sensory and Physical                |











**Special Educational Needs at Castlecroft**



We support children with a variety of differing special educational needs and we pride ourselves on being a highly inclusive school with an ethos which encourages and celebrates diversity and difference.

**January 2024 Information**

This table shows the numbers of children on the SEND register at School support. School support is for any pupil on the SEND register who has been identified as having a special educational need and/or disability. Extra help will be given to these pupils to help them to make progress. Your child will only be placed on school support if you have discussed their needs with your child's class teacher and SENDCO. It also shows how many children have an EHCP-this is an Education and Health Care Plan. It is a document which sets out the education, healthcare and social care needs of a child or young person for whom extra support is needed in school, beyond that which the school can provide on its own. The table also shows the **main** area of need for the children on our register according to the census January 24. (Many of our children have needs in more than one area.)

| Area of Need  | Number of children                                  | Percentage of special needs |   |
|---|---|-----------------------------|---|
|    | All children on role                                | 256                         | 17.5%   |
|    | School Support                                      | 39                          | <b>14.8%</b><br><b>62% boys</b><br><b>20% Free School Meals</b> |
|    | EHCP  | 7                           | <b>2.7%</b><br><b>100% boys</b><br><b>57% PP</b>                |
|    | All children on the SEND register                   | 46                          | 100%  |
|    | VI (Visual Impairment)                              | 1                           | 2% of the children with SEND                                    |
|    | Specific Learning Difficulty                        | 10                          | 17.7% of the children with SEND                                 |
|   | Speech Language and Communication Needs             | 17                          | 37.7% of the children with SEND                                 |
|  | Social, Emotional and Mental Health (Includes ADHD) | 13                          | 28.8% of the children with SEND                                 |
|  | Sensory and Physical                                | 1                           | 2% of the children with SEND                                    |
|  | ASD (Autistic spectrum Disorder)                    | 4                           | 8.8% of the children with SEND                                  |

### Identifying and Assessing Need



At Castlecroft, we follow the Wolverhampton Graduated approach. The Graduated Approach refers to the system of SEN support within mainstream schools. It is the system by which schools should assess the needs of children and young people and then provide appropriate support. The system should follow four stages, often referred to as a 'cycle': Assess, Plan, Do, Review. The table below explains the stages of our graduated approach.

|                  |  |
|------------------|--|
| Teacher Concerns | <ul style="list-style-type: none"> <li>✓ Staff or parents raise concern about child's progress and/or attainment and/or behaviours</li> <li>✓ School and parents share and discuss concerns</li> <li>✓ A monitoring cycle of Assess, Plan, Do, Review will take place for a minimum of a half term</li> <li>✓ During this period other possible causes will be ruled out such as recent family trauma, attendance issues etc</li> <li>✓ School and parents will meet and discuss whether the child should be placed on School support or whether the reasonable adjustments at universal level (available to all) are enough</li> </ul>  |
| School Support   | <ul style="list-style-type: none"> <li>✓ Children will receive targeted support through Assess, Plan, Do Review cycles. These targets will be set by the teacher with support from the SENDCO and/or the SEND Lead TA</li> <li>✓ Children at School support will receive targeted provision and intervention to support their learning needs</li> <li>✓ Children will usually receive at least two cycles of APDR before referrals to specialists</li> <li>✓ Some children will not require specialist support and will remain at targeted support</li> <li>✓ In collaboration with parents the decision will be made to refer some children to specialist support-this could be therapy based such as a counsellor, Outreach, or the Specialist teacher for example.</li> <li>✓ Once specialist reports are obtained this advice will inform future cycles of targeted APDR cycles</li> </ul> <p>Parents of children on school support will be invited to a termly coffee meeting where they can discuss their child's SEND needs and will have opportunity to meet with the Teacher and/or SENDCO to review targets once a term,</p> |
| EHCNA            | <ul style="list-style-type: none"> <li>✓ For some children School support will not be sufficient to ensure that they make the best progress they are capable of. These children will often have complex special needs in more than one of the main areas of SEND.</li> <li>✓ The school, in collaboration with parents will make the decision to start an ECHNA-a Education and Health Needs assessment. This is an application to the local authority (Usually Wolverhampton unless the pupil lives in a different LA) for an EHCP. The local authority will then decide whether there is a need to assess for an EHCP and if an assessment is undertaken they will take advice from the specialists involved and make a decision about whether to issue an EHCP for the child.</li> <li>✓ More guidance about EHCP applications can be found here:<br/><a href="https://www.gov.uk/children-with-special-educational-needs/extra-SEN-help">https://www.gov.uk/children-with-special-educational-needs/extra-SEN-help</a></li> </ul>  |
| EHCP             | <ul style="list-style-type: none"> <li>✓ An education, health and care (EHC) plan is for children and young people aged up to 25 who need more support than is available through special educational needs support.</li> <li>✓ EHC plans identify educational, health and social needs and set out the additional provision that school will make to meet those needs.</li> <li>✓ Parents of children with an EHCP will have a termly TAC meeting to discuss their child's targets with all relevant professionals/specialists.</li> <li>✓ All parents of children with an EHCP will be invite to an annual review of their child's EHCP with the SENDCO and all professionals/specialists supporting their child.</li> </ul>  |



### Long Term IEPS

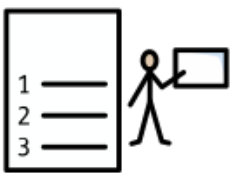
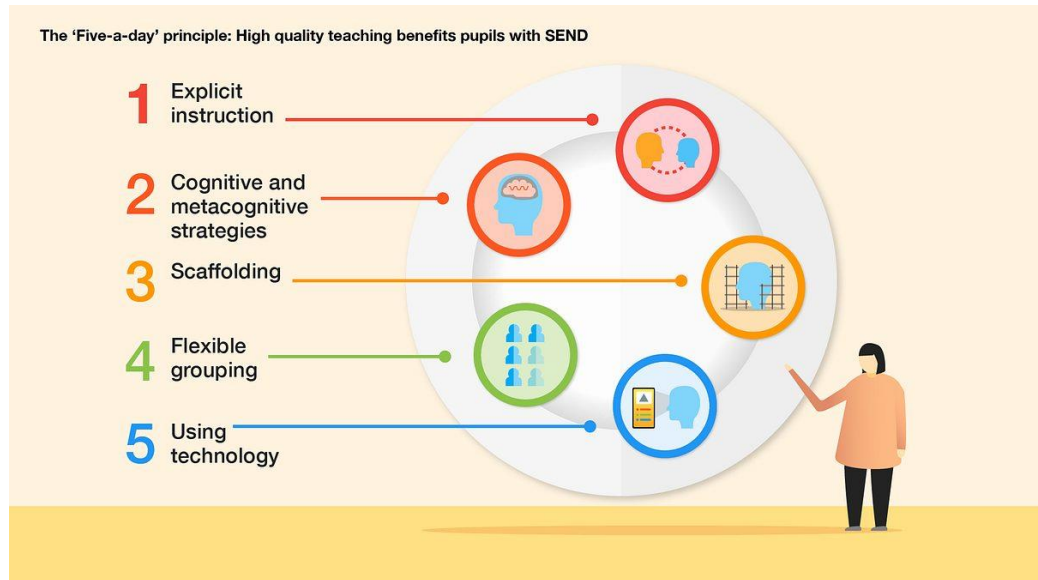
EHCP outcomes are for the end of the Key stage. For some children the SENDCO will break these targets down into yearly targets so that the teaching team can see what needs to be achieved each year if the child is going to stay on track to make the best progress possible. These plans are called Long Term IEPS (Individual Education plans). This is a school-based system but the steps are advised by the professionals working with the children in liaison with the child's one to one key staff.



We are an inclusive school. Wherever possible children are taught alongside their peers in flexible teaching groups. Teachers adapt their high-quality teaching to cater for their pupils' needs making reasonable adjustments where necessary to enable pupils to access the curriculum. When appropriate, staff are deployed to give children additional interventions in small groups outside the classroom, or to provide one-to-one support.







We use the EEF guidance 'Five-a-day' and embed the key principles into all our lessons.

### Our approach to teaching children with SEND



### Curriculum adaptations

|                                |                           |  |
|--------------------------------|---------------------------|--|
|                                |                           |  |
| Visual timetables/Now and next | Task boards/Choice boards | Peer mentoring/class experts and three before me |
|                                |                           |  |
| Assistive technology           | Turn To Your Partner      | Peer marking                                     |
|                                |                           |  |

|   |  |   |
|---|--|---|
| Self-assessment   | Word banks and writing frames  | Positive behaviour  |
|  |   |  |
| Ear defenders   | Timers   | Explicit instruction  |
|  |  |  |
| Sensory tools/snacks/breaks and circuits/Cool Kids                                | Zones of regulation/Emotion coaching   | Strategies to avoid cognitive overload  |

We are very proud of the wide range of strategies that we use across our lessons to ensure we offer an inclusive approach to learning to enable all children to access the classroom environment and the curriculum.

We also seek advice and equipment from outside agencies as and when the need arises.



### Parent Consultation

- ✓
- ✓ At Castlecroft Primary School, we work closely with parents and carers and recognise that they have much to contribute to our support for children with SEND.
- ✓ This year we are introducing drop-in coffee morning sessions every term where parents can meet up and support each other in a safe environment. During these sessions we gather parent feedback on our SEND provision, direct to training courses and support groups and offer opportunities to meet up with outside agencies. This is also an opportunity for our School support parents to catch up about their child's targets, progress and attainment.
- ✓ Our SENDCO is available at parents' evenings to discuss any concerns with any parent but specifically has meetings with School Support parents to discuss targets, attainment and progress.
- ✓ For children who have an Education, Health and Care Plan, we will invite you in to termly TAC meetings. These meeting are used to celebrate your child's learning, looking at the progress they have made against the targets set, create new targets and discuss next steps.
- ✓ Starting in 2024 each year a parental questionnaire will be sent out to gain views on the school and the SEND provision.





## Child Consultation

Pupil's views are very important; they have a right to be involved in decisions about their education and they are made aware of the support that surrounds them in school.

Children are fully involved and their views feed directly into policies, procedures and daily teaching of children with SEND. Pupils are given regular opportunities to:

Children with an EHCP meet with their one-to-one key staff or with the SENDCo to update their pupil profiles. These are then used to inform staff including Supply staff how our children learn best.

|                                |   |   |
|--------------------------------|---|---|
|                                |   |   |
| Self-assess how they are doing | Attend meetings and help decide the support needed. | Feedback and Review progress/interventions. |

We are currently introducing pupil profiles for children at School support level.



## Evaluating Provision

At Castlecroft:

- ✓ The Senior Leadership team review data attainment and progress of children termly and in data meetings with teachers to discuss next steps and children to target with intervention.
- ✓ We discuss and share ideas in staff meetings to ensure up to date research and policy is in place.
- ✓ Review children's individual progress towards their Assess Plan Do Review cycles at regular intervals-as a minimum this is every term.
- ✓ Establish children's baseline before receiving interventions and reviewing the impact at regular intervals.
- ✓ Involve our children in communicating the reasonable adjustments that they feel they need via their one page profile.
- ✓ The SENDCO monitors APDR cycles and interventions as well as pupil progress and attainment.
- ✓ We hold termly reviews for children who are on Education Health and Care Plans, SEND Support Provision Plans and those requiring specialist support.
- ✓ We hold annual reviews for children with Education Health Care Plans.
- ✓ We hold Team around the child meetings termly for some children on the SEND register.



## Staff Training

At Castlecroft we recognise the dedication, professionalism and skill of our staff and we know that they are our most valuable resource. We invest in our staff with a high-quality programme of CPD delivered by a range of specialists. We believe in professional development and aim to ensure all our staff have the understanding they need to enable them to support your child.
















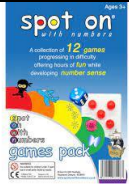
CPD is planned in the first instance to react to the needs of the children in school. For example, we have had CPD for ASD and ADHD recently to reflect that this is a growing need in the school. When planning CPD the SENDCo is

also guided by staff audits to ensure that we are meeting the needs of our staff but also by Subject lead and SLT monitoring which identifies areas for development and by feedback from outside agencies.

When a new member of staff joins the school, we ensure they understand the systems within school and they are given information about the children they are working with.

If your child needs specialist support from an outside agency, such as the Speech and Language Service (SALT), Educational Psychologist (EP), Occupational Therapist (OT) or school nurse, we will always discuss this with you first.

Some of our staff have completed training in the following areas. When staff go on a course, they have an opportunity to give feedback to the rest of the staff during staff meeting sessions. Where we feel CPD is worthwhile we offer it to all staff wherever possible.

|   |   |   |   |
|---|---|---|---|
|    |    |     |    |
| Early Language development  | Lego Therapy  | Intensive interaction   | Autism (Level 1 and 2)  |
|  |  |  |  |
| Letter arc  | Makaton – Level   | Sensory needs   | Developing independence   |
|  |  |  |  |
| Precision Teaching Intervention   | Blanks Languages  | De-escalation   | Team Teach  |
|  |  |  |  |
| Cool characters   | Cool Kids   | Attachment  | Spot on with numbers  |



## Transition Support

### **Nursery to Reception**

We hold a parent and carer session in the summer term for our new reception starters, providing parents with the opportunity to meet with the class teacher and where appropriate, our SENCO.

Transition to Nursery and Reception is supported with a welcome meeting and

welcome pack. The Sendco and staff will reach out to new parents to see if they have any concerns regarding Special educational needs for their children.

### **End of Year transition**

- ✓ When children move up a year, we hold a transition meeting between teachers so that they can share information. SEND files are shared with the new staff team and the SENDCO will meet with staff where necessary.
- ✓ We then follow this up by holding a Transition morning where the children work with their new staff team.
- ✓ Some children may require extra transition visits to their new classroom to help reduce their anxiety and ensure that the transition is successful and positive and in this case we hold several informal drop-ins and opportunities for the child to bond with their new staff team.

### **Secondary Transition**

- ✓ We liaise very closely with our partner schools to ensure that the transition from primary school to the secondary school is as smooth as possible.
- ✓ Where children have had Outreach support they have a specialist transition package where the Outreach support worker attends meetings with the SENDCo Yr 6 teacher and the new school.
- ✓ Where we feel it would be beneficial then extra transition plans are negotiated with the new school. If a child has a one to one TA then we offer for them to attend the child's first transition day(s) if this is something that the parents and Secondary school feel will help.
- ✓ All relevant SEND information is sent to the new school.

### **Mid-Year new starters**

When we are aware that pupils joining us from other settings have identified special educational needs, we arrange a meeting with the family to enable us to gain a greater understanding on the support we need to put in place.



## Outside Agencies

We work with the following agencies to provide support for children with SEND:

- ✓ SNEYS  
(Special Needs Early Years Support)
- ✓ Outreach  
(A team from local special schools who advise Mainstream)
- ✓ Specialist Teacher  
(A service which assesses, advises and sets targets for cognition and learning)

- ✓ Reflexions  
(An NHS CBT based counselling service)
- ✓ Insight Counselling  
(A counsellor employed by the school)
- ✓ OT  
(Once a child has completed Cool kids and a full sensory offer)
- ✓ Inclusion and behaviour Team  
(For children struggling with regulation and where children are vulnerable to exclusion)
- ✓ Educational Psychologist

We will ask your permission before we arrange for any outside agencies to come in and work with your child.



## Clubs and Trips

We do our utmost to ensure that all our extra-curricular activities and school visits are available to all our children. We make as many reasonable adjustments as we can to enable all pupils go on our trips, residentials, and overnight stays.

All children are encouraged to take part in sports day, school competitions, school assemblies and performances, workshops, etc. We endeavor to ensure that all of our pupils feel included for example loaning wheelchairs to hold wheelchair races on sports day so that our wheelchair users can compete too.

All children are encouraged to apply for roles of responsibility in school e.g. school council, house group leaders, technical team etc.

No child is ever excluded from taking part in these activities because of their SEN or disability unless a risk assessment has suggested that it is dangerous or physically impossible even with reasonable adjustments. When making these decisions we collaborate with parents and where appropriate the pupil concerned. On rare occasions where children are unable to participate we will provide an alternate exciting opportunity. At times, we will invite parents to support us on trips to ensure the safety of all should their child become disregulated.

Please read the school's accessibility plan for further information about the steps we have taken to prevent disabled children from being treated less favourably than other children and the arrangements we have made to help children with SEND access our school.







## Complaint Procedure

If you have concerns about the way school is supporting your child with their SEND please contact us in the following order:

- Your first point of contact is your child's class teacher.
- If you are still concerned please contact the SENDCo (who is also the Deputy Headteacher)
- If you are not satisfied that your concern has been addressed, then you may make an appointment to speak to the Head Teacher.
- If you are not happy with the response, then you may contact the governors through the school office.

Our Chair of Governors Mrs Ashley Haffey Hobday is also our SEND Governor.

|   |  |
|---|--|
|    | <p>Wolverhampton's Local Offer can be found here<br/> <a href="https://win.wolverhampton.gov.uk/kb5/wolverhampton/directory/localoffer.page?localofferchannel=0">https://win.wolverhampton.gov.uk/kb5/wolverhampton/directory/localoffer.page?localofferchannel=0</a></p>  |
|  | <p>Wolverhampton IASS (Information, Advice and support service) Impartial information, advice and support on matters relating to a child or young person's special educational needs or disability from birth to 25 years.<br/> <a href="https://wolvesiass.org/">https://wolvesiass.org/</a></p> <p>Wolverhampton's Parent Carer Forum<br/> <a href="https://www.voice4parents-wolves.co.uk/">https://www.voice4parents-wolves.co.uk/</a></p> |
|  | <p>Look out for our up and coming SEND Survey where you can have your say about SEND at our school.</p>   |

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