

# CASTLEWOOD SCHOOL

## SEN Information Report (2021-2022)



These pages set out information about our provision for children with special educational needs (SEN). They are updated annually.

### **About our school**

Castlewood School provides education for children with Education, Health and Care Plans with a wide range of special educational needs including those with:

- **Communication and Interaction needs:**  
This includes children who have speech, language and communication difficulties including autism spectrum conditions.
- **Cognition and Learning needs:**  
This includes children who have learning difficulties, moderate learning difficulties, specific learning difficulties like dyslexia, dyspraxia and dyscalculia and those with global developmental delay.
- **Social, Emotional and Mental Health needs:**  
This includes children with ADHD, attachment difficulties, anxiety and other mental health needs.
- **Sensory and/or Physical needs:**  
This includes children with sensory processing difficulties, hearing impairment and visual impairment. It also includes children with a physical disability that affects their learning, medical conditions such as epilepsy and diabetes and those who require personal care assistance.

Castlewood School is a special day school catering for up to 96 boys and girls aged 5 – 16 whose primary need is Social, Emotional and Mental Health, and we also have a range of students whose secondary needs include ASC, ASP, ADHD, ODD, PDA and S & L difficulties.

For further information on special needs provision at Castlewood School (Solihull) contact the school on 0121 748 9760.

Our Accessibility policy can be found on our website.

### **How do we identify and give extra help to children with SEN?**

All of our pupils are admitted with a Final Education Health Care Plan that carefully details their special educational needs and lists suggested strategies and provision to meet individual needs.

We continue to track the progress of children throughout their educational career at Castlewood School to ensure that they receive appropriate help and support through B-Squared. We frequently refer children to external agencies and support services to ensure that additional needs are identified and supported, including arranging training to ensure that children receive the most appropriate support and guidance.

We look at ways in which the school environment can be adapted to meet the individual needs of the child.

### **How do we work with parents/carers and children?**

We will always contact parents/carers if we have a concern that a child may have an additional special educational need.

We work closely with children with SEN and their parents/carers to agree outcomes and how we will work towards these, and then to review progress. We do this by information shared in the Home-School Diary, pre-arranged phone calls, Annual Reviews, and at parents' evenings.

There are also opportunities for parents and children to contribute to our policies on SEN and Equality. We do this through parental and pupil questionnaires, parental coffee mornings, school council, and Annual Reviews.



We have a close working relationship with the SEND 0-25 team who provide parents with additional support regarding their child. Additional support will be offered to our young people from SENDIASS and SISS (Specialist Inclusion Support Service).

### **Adapting the curriculum**

We offer a broad and balanced curriculum for all children and are fully inclusive. Details of our curriculum are published on the school website. In secondary school, we strive to offer a broad and balanced curriculum to include preparation for GCSEs, vocational qualifications, and entry level awards as appropriate to the ability of the individual pupil.

We adapt the curriculum in a variety of ways to ensure that all children are able to access and engage with the activities. The way that we adapt our curriculum for children with Special Educational Needs and disabled children is set out in the School's Accessibility Plans.

Small group teaching (class sizes of 8) with two class based adults ensures that pupils receive additional support in class and can work on key areas of development. In addition, we engage therapists in a variety of specialisms, including play and speech and language.

### **What expertise can we offer?**

Our staff receive weekly CPD sessions regarding the latest developments within SEN. Many of our staff have received level one training in ASC from the Autism Education Trust, and several are trained to level two and three so have a secure understanding of ASD and how best to support these children. All staff have received enhanced training regarding Team Teach and restorative justice.

Training is arranged to meet the ever changing needs of the pupils.

We have access to a range of specialist support services including:

- Educational Psychologists
- Child and Adolescent Mental Health Service (CAMHS/SOLAR)
- External therapy services for speech and language, physio and occupational therapies
- Therapeutic support – through play, art and music
- School Health nursing team

We always discuss the involvement of specialist SEN services with parents before referral and ask for parental contributions on referral forms.

We also work with other services and organisations that are involved with a family, with the family's permission. The only exception to this is if a child makes a disclosure and Children's Social Care are informed via the child protection route.

### **How do we know if SEN provision is effective?**

The progress of all children is tracked throughout the school through the use of B squared and FFT Aspire. Progress is also monitored informally through book scrutiny, leaning walks and regular inspection of our school by MHAT School Improvement Partner, this process is also supported by our Solihull based School Improvement Adviser.

We conduct annual reviews where we discuss progress towards agreed outcomes assessing whether the support that's been in place has made a difference and what we need to do next. We evaluate this progress against age related expectations, including the use of GL standardised assessments.



'Motional' snapshots are used to track Social and Emotional development and progress in Yrs1-7 which ensures that a range of targeted interventions are used by our staff to support our pupils.

**How are children with SEN helped to access activities outside of the classroom?**

All children are included in activities and trips following the completion of risk assessments where appropriate and in accordance with duties under the Equalities Act 2010. We talk to parents/carers and children when planning trips so that everyone is clear about what the expectations are and what will happen.

It is our aim for all pupils to experience at least one residential trip in their time with us, these usually occur in Yr6 and Yrs8-10.

One member of Pastoral support is the Forest Schools Lead.

**What do we do to support the wellbeing of children with SEN?**

All children have the opportunity to share views through their school council representatives, pupil questionnaire and directly to any member of staff, including the Senior Leadership Team.

We listen to the views of children with SEN by directly seeking their opinions on issues within the school community, through regular discussion, school council meetings and pupil questionnaires.

We help to prevent bullying of children with SEN by closely monitoring pupils at all times, reducing opportunities for children to be bullied, listening to what children tell us, raising awareness of what bullying is and what children can do if they feel that they have been bullied, facilitating restorative meetings where appropriate, involving parents and supporting both the victim and perpetrator to move forward.

**Joining the school and moving on**

We recognise that moving school can be a difficult and worrying time for pupils and their parents and carers. We have developed our admission and leaving protocols to support children and their families in making a successful and supported transition.

Children joining Castlewood School:

- The child / young person and their family visit Castlewood School for a formal admission meeting with an appropriate member of our Senior Leadership Team. At this meeting a general introduction to the school is given, the child is asked about their likes and dislikes at school, expectations and reward system and then the family have a tour around the school, stopping at key areas for the child e.g. classroom, sports hall and specialist teaching rooms. Our Home School Agreement will be discussed with the child and parent prior to them joining our school.

Children leaving Castlewood School:

- Parents are encouraged to visit all potential settings to enable them to make an informed decision regarding their child's next steps. School staff can support parents in visiting settings if they are worried or unable to access the settings unsupported.
- Children / young people are notified as soon as possible regarding their next school / college placement, in collaboration with parents.
- Discussions held between sending and receiving SENCO's to ensure that appropriate provision is in place and that the child's / young person's individual profile has been fully understood.
- Transition work is carried out in class to discuss the feelings of leaving and explicit work is carried out regarding positive endings.
- Pupils research their new school using the internet and supported by a member of staff to help them to formulate questions in preparation for their visit.

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- At least one, preferably, two visits to their new school or college placement.  
Attendance at all transition days for children moving back to mainstream education.

### **Whom to contact in school**

If you are concerned about your child please contact the class teacher in the first instance, as he or she is the person at school who knows your child best. If you feel unable to discuss the issue with the class teacher, please contact the Deputy Headteacher or Headteacher to discuss your concerns.

If you would like to provide feedback, including compliments and complaints about SEN provision at Castlewood School please contact the school on 0121 748 9760. We aim to respond to any complaints within 3 days.

### **Named Contacts for when young people or parents have concerns**

- Mrs J Finucane - General Enquires
- Mr T Scott – Head Teacher – Safeguarding
- Mr C White – Deputy Headteacher
- Mr M Richmond – Assistant Head Teacher i/c Lower School Yrs1-8
- Mr M Lloyd – Assistant Head Teacher i/c Upper School Yrs8-11
- Mrs M Farrell - Attendance

### **The Schools contribution to the local offer and where the LA's offer is published**

Please follow the appropriate links below.

<https://www.solihull.gov.uk/children-and-family-support/localoffer>

### **Contact details of external support services for parents of pupils with SEN**

The Family Information Service have a wealth of information and advice on choosing childcare (including accessing 2, 3 and 4 year old funding), finding activities for your children and helping you to access any support you may need.

Please follow the link to visit the Family Information Service.

<https://www.solihull.gov.uk/children-and-family-support>

### **Solihull SENDIASS**

Description of service offered:

Solihull SENDIASS is a confidential and impartial service which provides information, advice and support to parents, carers, disabled children and young people, and those with SEN.

<https://www.family-action.org.uk/what-we-do/children-families/send/solihullsendias/>