



SEN INFORMATION REPORT

At Castle Hall Academy we believe that every child matters and as such, we endeavour to ensure that learning is differentiated to meet the needs of individual students. All students are entitled to an education that enables them to make progress so that they can achieve their best, become confident individuals living fulfilling lives and make a successful transition into adulthood.

The needs of our students are identified and each student on the SEN register has a one page pupil profile which highlights their needs and is circulated to staff. The needs of our students are categorised into the following areas:

Communication and Interaction Difficulties

Students are identified with Speech, Language and Communication Needs (SLCN). Communication is embedded within the school ethos and all students are encouraged to improve and progress in this area.

Specialist services are consulted and they provide advice and guidance. We run Social Use of Language Programmes (SULP), which work closely with individual students and opportunities to improve communication skills are presented in lessons.

We have also developed close links with Ravenshall School, which provides outreach support and more specialised support provision for students with complex needs.

Cognition and Learning Difficulties

Students are identified through information from primary schools/external agencies or teaching staff. All students are then supported to make progress, through both quality first teaching and small group interventions, where required. Pupil Profiles inform planning to ensure that lessons are differentiated and at KS4 literacy groups are taught by specialist teachers.

Social, Mental and Emotional Health Difficulties (SEMH)

Castle Hall Academy has a dedicated Learning Support (LSU) Manager to support both students and their families. The academy works closely with support services such as Child Adolescent Mental Health Services (CAHMS) to provide support and guidance. The Learning support unit (LSU) provides a space for tailored support and guidance which includes one to one mentoring, group mentoring and support from specialist staff. The needs of students are communicated to relevant staff through pupil profiles and support from specialist services is available for students, staff and families, Heads of Year (HOY) and the SENDCo work closely with the LSU Manager to provide a holistic approach to meeting the needs of the student.

Sensory and Physical Difficulties

Castle Hall Academy has developed close links a variety of specialist teams to support our students with sensory and physical disabilities. We provide ICT equipment to support students in their learning and have specialist equipment in subject areas for students with specific needs. Staff and students receive training and lessons and resources are differentiated. Parents and carers are encouraged to come in to school to be supported to promote independence of our students. The school environment has been adapted to meet the needs of our students. These adaptations include visibility panels in all doors, handrails on stairwells for restricted growth students, ramps, disabled parking bays, disabled toilets and all windows adapted to ensure UV cannot penetrate into classrooms/corridors.

All students on the SEND register will be tested using a variety of assessments to ascertain the need for Access Arrangements in external exams.

Parent/Student Consultation.

We welcome and encourage all parents and carers to participate in their child's educational progress. The SENDCo is available to meet by appointment and will also be available at all progress meetings. Any changes made to student SEN status will be in consultation with students and parents/carers. Parents are asked to contribute to the pupil profiles to inform staff of strategies used at home which can then be replicated in school.

All students are encouraged to speak to the SENDCo regarding any issues or worries they may have. The SENDCo can be contacted at the school:

Mrs K Bell
Acting Special Educational Needs and Disability Co-ordinator
Castle Hall Academy
Richard Thorpe Avenue
Mirfield
WF14 9PH
01924 520500

Identifying and Reviewing SEN/ AEN

The whole school has a responsibility for the identification and review of students' needs in line with the guidance of the SEND Code of Practice 2015. Teachers will use the AEN referral form to pass on any students they have identified as requiring more support and intervention. The school employs the use of the Graduated Approach to identify and support students and their families. Students who are identified as having SEND are recorded on the SEND register. Education, Health and Care Plans (EHCP's) and Pupil Profiles will be used as appropriate to monitor and review progress for those on the SEND register.

Transition

SEN and vulnerable students at Castle Hall Academy are involved in an extended transition period. The SENDCo works closely with primary schools to prepare students and their families for the transition to secondary school. A transition plan is formulated for students with individual needs and meetings are held with Year 6 teachers and SENDCo's from primary schools to identify any needs/concerns. The SENDCo will attend EHCP review meetings for all prospective students when appropriate.

We prepare our KS4 students for life at Post 16 and beyond by engaging with the Careers team and liaising with Further Education feeder colleges. Students are encouraged to engage with open days, transition visits and transition meetings in order to plan for their future. Where appropriate, support staff will accompany students on visits to ensure a successful transition

Inclusive Teaching at Castle Hall Academy

Literacy and numeracy are the basis of all lessons at Castle Hall Academy. All staff differentiate lessons effectively according to the needs of their students. Pupil passports and pupil profiles are used to inform planning. Students are supported to participate in all aspects of school including extra curricular activities. ICT is used to support students with additional needs and specialist equipment is used in subject areas to ensure all students can achieve their potential.

External support is sought to ensure the needs of all students can be met.

Staff CPD

All staff at Castle Hall Academy take an active part in their professional development. This is supported by CPD. Support staff are encouraged to specialise in particular areas such as dyslexia/ ASC to ensure a bespoke programme of interventions can facilitate the needs of our students.

Evaluating The Success of Provision for Students with SEN

The success of the provision for SEND students is evaluated regularly through:
Parent and student questionnaires are distributed.

Progress against SEND priorities in the School Improvement Plan.

Outcomes of provision made through review of students targets and tracking

Analysis of how the budget is being used to provide for students on the SEND register.

Emotional And Social Development

Non-Teaching Heads of Year (HOY) provide pastoral support for all students. The Behaviour for Learning (BFL) policy allows explicit teaching of positive behaviour for learning. This is embedded across school in all lessons. Elements of the Social and Emotional Aspects of Learning curriculum are delivered through assemblies and through Alternative Curriculum Days (ACD) every half term. All students are aware of their rights and responsibilities within Castle Hall Academy. The Academy operates a zero tolerance to bullying. Please refer to the Behaviour for Learning Policy for more information.

External Agency Involvement

Castle Hall Academy has close liaison with local authority support services, health and social care bodies and voluntary sector organisations. External agencies work with the school to offer advice and guidance to students, families and school staff. Castle Hall Academy has regular contact with the following services who provide support and advice:

ASD outreach service
Hearing Impairment Team
Visual Impairment Team
School Nursing Team
Speech and Language Therapy
Children and Adolescent Mental Health Service
Occupational Therapy
Physiotherapy
Xeroderma Pigmentosum nurse

Summary

It is Castle Hall Academy's aim to remove barriers to learning for all students in its care through improving outcomes, raising achievement and enabling participation in the full life of the academy. Please refer to the local offer for more information regarding the support available at Castle Hall Academy.