

Castle Hall Academy - Additional Needs – Local Offer

At Castle Hall Academy we have a whole-academy approach to Additional Needs (AN), both SEND and other needs, policy and practice. Students identified as having AN are, as far as is practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and are integrated into all aspects of the academy including the extended curriculum such as trips and clubs. The SEND Code of Practice (2015) makes it clear that all teachers are teachers of students with special educational needs. It is our view that this applies to all students with additional needs.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SENDCode_of_Practice_January_2015.pdf

All teachers are responsible for identifying students with additional needs. Working together with students and their parents as well as the Special Educational Needs Co-ordinator (SENCo) they will ensure that those students requiring different or additional support are identified at an early stage. Assessment is the process by which students with additional needs can be identified. Whether or not a student is making appropriate progress is seen as a significant factor in considering the need for additional needs provision.

Kirklees Local Offer

What is it and who is it for?

- The Children and Families Act 2014 requires Local Authorities to publish a local offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled.
- It is a comprehensive information system for parents, carers, children and young people aged 0 - 25, with special educational needs and disabilities¹ (SEND) and for children and young people outside of Kirklees for whom we are responsible
- It informs parents, carers, children and young people about how they can access accurate on line information from service providers across education, health and social care
- It will become a resource for professionals to help them understand the range of local services and how to inform joint commissioning for children and young people with special educational needs and disabilities ¹ 'disability has the meaning given by Section 6 of the Equality Act 2010

Who developed it?

- It is being co-produced with the local authority, children and young people, parent carers and local services, including voluntary and community sector. It will be continually reviewed and developed

Further information can be found at:

<http://www.kirklees.gov.uk/beta/local-offer/the-local-offer.aspx>

<http://www.kirklees.gov.uk/beta/schools-and-education.aspx#special-education>

Who should you talk to if you think your child needs extra help?

In the first instance, please talk to your child's Progress Leader or individual subject teacher who will be happy to discuss your concerns with you.

Depending upon the issue you could also approach the Special Educational Needs Co-ordinator (SENCo) – Mr S Ashraf.

Other staff with responsibility for additional needs are:

Inclusion Manager – Mrs R Askey

- Heads of Year:
 - Year 7
 - Year 8 Mrs B Adams
 - Year 9 Mrs L Bonham
 - Year 10 Mr C Jackson
 - Year 11 Mrs Z Murphy
- Assistant Headteacher responsible for SEND Mrs S Jefferson
- Headteacher Mr P Brook
- Governor with responsibility for Additional Needs Mrs N Hampshire

How do we identify that a student has additional needs?

All students will complete a reading assessment on entry, further academic assessment throughout the year and additional specialist assessment where identified.

Assessment data will include (specified in the SEN Policy):

- Evidence obtained by teacher observation/assessment.
- Information from parents
- Students' performance in National Curriculum subjects.
- Standardised screening or assessment tools.
- Records from primary schools.
- Reports from external agencies, such as Educational Psychology, Occupational Therapy
- Sensory Services, Speech Therapy etc.

How will we support a student with additional needs?

Castle Hall Academy will work together with students and their parents using the information from assessments to design appropriate differentiated programmes for students with identified additional needs, including:

- Providing starting points for an appropriate curriculum
- Identifying the need for support within the class
- Assessing learning difficulties
- Ensuring on-going observations/assessments provide regular feedback on achievements/ experiences, for planning next steps in learning
- Involving parents in a joint home-school learning approach

Procedure: The Graduated Approach

The SEND Code of Practice 2015 advocates a graduated response to meeting students' needs. The SENCo and teachers will review the approaches adopted. It is important to stress that the student and parents will be at the centre of this procedure having full involvement at each and every stage.

We recognise that there is a wide range of SEND amongst our children and match the level of intervention to each child's needs. We have adopted the "graduated" approach set out in the Code of Practice, where the level of intervention increases whenever adequate progress is not being made.

There are four levels of response in this approach:

- Quality First Teaching (high quality, inclusive teaching which takes into account the learning needs of all the children in the classroom environment and ensures good or better progress for all learners) for all students, including those being monitored for possible SEND, those who have recently been removed from SEND Support and those with additional needs or a learning difficulty or disability but who do not require additional provision;

- SEND Support;
- Students with an EHCP.

Quality First Teaching

High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEND.

Any students who are falling significantly outside the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.

Once a student has been identified as *possibly* having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.

The child's class teacher will take steps to provide differentiated learning opportunities that will aid the student's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.

The SENCo will be consulted, as needed, for support and advice and may wish to observe the student in class.

This monitoring and information gathering will include an early discussion with the student and their parents which is noted and added to the student's records.

Through this monitoring it can be determined which level of provision the child will need going forward.

If a student has recently been removed from the SEND list they may also fall into this category as continued monitoring will be necessary.

My Support Plan (MSP)

Where it is determined that a student does have SEND, parents will be formally advised of this and the decision will be added to the SEND support register. The aim of formally identifying a student with SEND is to help the Academy ensure that effective provision is put in place and so remove barriers to learning. The SEND support provided consists of a four – part process:

- assess;
- plan;
- do;
- review.

This is an on-going cycle to enable the provision to be refined and revised as the understanding of the needs of the student grows. This cycle enables the identification of those interventions which are the most effective in supporting the student to achieve good progress and outcomes. This is known as the graduated approach.

Assess

This involves clearly analysing the student's needs using the subject teacher's assessment and experience of working with the student, details of previous progress and attainment, comparisons with peers and national data, as well as the views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the Academy's information and assessment data on how the student is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that the barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where outside professionals from health or social services are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENCO, student and parents, where age appropriate, to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All teachers and support staff working with the student will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought. This information will also be recorded on the Academy's information system.

Do

The subject teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class / subject teacher. They will work closely with teaching assistants and / or relevant specialists to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the student's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

Review

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the student and their parents. The subject teacher, in conjunction with the SEN team will revise the support and outcomes based on the student's progress and development making any necessary amendments going forward, in consultation with parents and the student.

Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

Education, Health and Care Plans (EHCP)

Following Statutory Assessment, an EHCP will be provided by the local authority, if it is decided that the child's needs are not being met by the support that is ordinarily available. The Academy and the child's parents will be involved developing and producing the plan.

Parents have the right to appeal against the content of the EHCP. They may also appeal against the Academies named in the Plan if it differs from their preferred choice.

Once the EHCP has been completed and agreed, it will be kept as part of the student's formal record and reviewed at least annually by staff, parents and the student. The annual review enables provision for the student to be evaluated and, where appropriate for changes to be put in place, for example, reducing or increasing levels of support.

These will all record support/strategies which are **additional to or different from** the differentiated curriculum.

What provision will be available to support students with additional needs?

Castle Hall Academy is an inclusive academy and has attained the Kirklees Inclusion Quality Standard (KIQS) award. Interventions and strategies for support are tailored to individual needs following discussions with parents, students, subject teachers, outside agencies (as required) and the SENCo.

Some main methods of intervention and support are:

- Full-time education in classes, with additional help and support by the subject teacher through a differentiated curriculum
 - Periods of withdrawal individually or in groups to work with a support teacher/ESA
 - In-class support with adult assistance
 - Support from specialists within class or as part of a withdrawal programme
 - Pastoral care
 - Support to improve attendance
 - Social skills support
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- Support to reduce anxiety and promote emotional well-being and social interactions
 - Strategies to support behaviour
 - Support to improve numeracy, literacy and communication skills
 - Support for handwriting, motor skills and typing efficiency
 - Strategies/programmes to support occupational therapy/physiotherapy needs
 - Support and supervision at unstructured times of the day

Other bespoke interventions may also take place to support pupils.

What specialist services and expertise are available?

Specialist support may be put in place, depending on individual needs, in consultation with students and parents.

Some of the main agencies we use are as follows:

- Educational psychology
- Autistic Spectrum Disorder support
- Sensory service – hearing impaired/visually impaired
- Speech, language and communication support
- Occupational therapy support
- Physiotherapy support
- Family support - through early support
- Social emotional and behavioural support
- Parent partnership (to support families of children with additional needs)
- School nurse
- Links with specialist schools/provisions.

How will the progress of a student with additional needs be monitored?

The progress of students at every stage of the above graduated approach will be tracked using the academy's assessment data. Progress will be shared with parents through termly grade sheets and will be discussed with parents at annual meetings. Students with MSP will have additional meetings. Students with an EHCP will also have annual reviews where progress is reported to the Local Authority and adjustments made. Parents are always welcome to contact individual subject teachers or the SENCo to discuss any concerns they may have.

How accessible is the environment at Castle Hall Academy?

At Castle Hall Academy we make every effort to give equal access to all students. We work with parents, students and outside agencies for advice on how to meet the individual needs of our students. Please make an appointment to come and look around the academy and discuss your child's needs.

- An inclusive ethos
- Flexible seating arrangements
- Appropriate lighting
- Clear signposting
- Low level handrails
- Clearly marked stairs
- Use of alternative methods for recording information

- Modified equipment/resources
- Modified seats
- Low(er) level equipment
- Whole staff training on a wide range of additional needs
- Advice from outside agencies
- GCSE exam arrangements
- Outside agency support
- Windows and lights to be XP compliant

How do we prepare our students for transition?

We have excellent links with all our feeder schools and post 16 providers.

Transition to Castle Hall Academy from KS2:

- A member of SLT / HoY visits every feeder school in the summer term to meet the students transferring to Castle Hall Academy.
- All students attend a transition day in the summer term.
- The SENCo will meet with the KS2 SENCo and attend review meetings as appropriate for students with additional needs.
- We offer additional transition visits for students with additional needs. Parents, support staff and relevant outside agencies will also be invited to these sessions as required.
- In some cases the SENCo will visit the junior school to observe and work with children in the classroom.
- Where necessary we will work with the feeder school and outside agencies/mobility officers to ensure the academy environment meets individual needs

Transition from Castle Hall Academy to post 16 provisions:

- At Castle Hall Academy all students are prepared for the transition to post 16 settings through a programme of assemblies and alternative curriculum day sessions.
- Our dedicated careers advisor works with parents and students to advise on suitable courses at all levels.
- The careers advisor attends annual reviews in year 9 and 11 for students with EHCPs.
- The SENCo works with the careers advisor to ensure that all information regarding the students' additional needs are passed on to the post 16 setting.
- The SENCo from Castle Hall Academy meets with the SENCo of the post 16 settings to discuss individual needs and strategies for supporting students.
- Additional visits to post 16 settings can be arranged as required.
- Mobility training can be organised as appropriate.
- Outside agency advice is actively sought as required.