



## **1. Support for children with special educational needs**

### **1.1 Who will oversee and plan my child's education programme?**

There are many staff who will oversee the education of your child whilst at The Castle School. The Headteacher has overview of all the education of young people in the school and has high expectations from staff that appropriate and effective programmes of education are delivered. Key Stage teams will meet regularly to discuss work with pupils and classes. Class teams, led by the class teacher will meet regularly to discuss planning and personalised programmes for pupils. In turn, the class teams will work closely with the Integrated Therapy Team (Physiotherapy, Speech Therapy and Occupational Therapy) to ensure that pupil's needs are met in these areas. The teams will also meet with other external professionals as needed for input into the programme. Of course, most importantly parents will be involved in discussions to help develop the most effective programme for any pupil.

### **1.2 How will I be informed / consulted about the ways in which my child is being helped?**

Parents are kept informed in many ways. Each year we will hold an annual review to discuss objectives for each child. We will involve parents in evening meetings 3 times per year to discuss progress and set and review SAP (Success and Achievement Plan) targets. We also encourage parents to phone to chat or make appointments with teachers and class teams when needed to make sure that we are doing everything we can to support your child. Each child has a home contact book which is another form of communication between home and school. Parents will also receive an end-of-year report for their child.

In addition our Pastoral Team arrange regular coffee mornings and other events where they can discuss any concerns and seek support.

We have a termly newsletter that goes out at the end of each short term that contains information about what has been happening in the school and specifically what the class your child is in has been doing. We also have a comprehensive website at [www.thecastleschoolnewbury.org.uk](http://www.thecastleschoolnewbury.org.uk) which has lots of useful information about the school, who you can contact and also general information about other services that are offered in the local community. The website contains a blog which is updated regularly to inform parents of all the wonderful events that take place.

### **1.3 How will the school balance my child's need for support with developing their independence?**

At The Castle School we are passionate about enabling all our young people to be as independent as possible. We know that sometimes this is a long journey and will need to be carried out slowly. The key is that we will work in a very personalised way with every young person. Our curriculum is focussed on developing independence in all areas. Our staffing levels mean that we are able to support every pupil to the level that they need whilst our skilled staff are able to recognise where opportunities for independence can be developed. We will always work with parents in planning independence so that everyone feels involved and that everything is done at the appropriate pace.

As young people move through our school and into secondary we will look more to other ways of developing independence including work placements/experience and travel training. Of course, this will be different for each pupil depending on their needs and skills. Our aim is that every young person will leave our school as a well-rounded adult with as much independence as possible.

### **1.4 How will the school personalise the curriculum to meet my child's needs?**

We base our curriculum around the National Curriculum, however, we adapt it greatly to meet the needs of our pupils. We feel very strongly that we need to work on the correct areas with each student in order to move learning on. There is no "one-size-fits-all" in education and we need to adapt as professionals to enable all pupils to have full access to the learning and to progress in all areas whether it be English, Maths or social skills. All our pupils will have specific and individualised targets and personalised programmes to help them to achieve these targets. We will work closely with other professionals such as the Integrated Therapy Team to ensure that all the young person's needs are being met. When all the needs are being met then better learning and progress can take place. All our teaching staff have termly Pupil Progress Meetings where data is analysed to see how each pupil is progressing. If there are concerns then the team will look at interventions to aid progress. These will be reviewed regularly to check their effectiveness. Pupils will have progress targets set each year and staff will work hard to ensure that these are met and put in place interventions should progress not be as rapid. Obviously, consultation with young people and parents is critical so that we all know how we can ensure that progress is rapid and that the young person is developing appropriately.

## **1.5 What teaching strategies and approaches does the school use for children with learning difficulties, including autistic spectrum disorder, hearing impairment, visual impairment, speech and language difficulties and physical disabilities?**

Our teaching is very much based around the needs of the individual. Staff will utilise whatever strategies will be most effective with the individual child. We will constantly assess our pupils' progress and put in place interventions, such as Catch-Up reading programmes to ensure that progress and learning are rapid. For specific needs we will seek training for appropriate staff. For many aspects of learning difficulties we will use whole school training to enable all our staff to learn and develop their professional practice. We run a very rigorous training programme which runs for 2 nights each week. The training will look at many aspects of learning and interventions and examples will include the following:

- Differentiation
- Assessment for Learning
- Makaton
- Metacognition
- PROACT SCiPr behaviour support
- Phonics and reading development
- Guided Reading
- Maths intervention
- Therapy training
- Autistic Spectrum Conditions
- Speech and Language Support
- HI/VI sensory impairment support

Different needs of pupils require different modes of delivery and therefore certain class teams will have training very specific to their needs. Specific training may include:

- TEACCH (a programme for supporting young people with autism).
- MOVE programme for pupils in our classes for pupils with more profound and multiple needs.
- PECS (Picture Exchange Communication System)
- Shallow Water Training (For staff who need to supervise our Hydrotherapy sessions)
- REAL PE (a PE programme to enable all young people to be actively involved in sport)

## 1.6 What specific intervention programmes does the school offer and are these delivered on a one to one basis or in small groups?

Type of Intervention	One to One	Small Group
Speech Therapy	/	/
Occupational Therapy	/	/
Physiotherapy	/	/
Catch-Up Literacy	/	
Read-write Inc.	/	/
Doodle Maths	/	/
Hydrotherapy	/	/
Family Support	/	
ELSA (Emotional Literacy)	/	/
Travel Training	/	/
Sprint Reading	/	/
Music Therapy	/	/
Sensology	/	
Integrated Therapies	/	/

## 1.7 What equipment does the school provide?

We have a great array of equipment to enable our pupils to access the curriculum successfully. This can range from hoists and changing beds for those pupils who require specialist support; switches and devices to aid communication to iPads and other devices to increase access to learning. Examples of equipment we have recently purchased is below:

- EyeGaze tracking system
- Smile Smart Platform Wheelchair Tracking System
- Soundbeam
- iPads
- iTouch
- ICT Equipment
- Hoists and slings

- Communication aids including switches
- Sensory resources e.g. cutlery

We will always work with professionals and parents to try and purchase equipment that will aid the learning and experience for any of our young people.

We will work closely with the Integrated Therapy Team and take their advice on appropriate equipment to purchase for both individuals and groups.

### **1.8 What special arrangements can be made for my child when taking examinations?**

We will ensure that when exams are being taken all special arrangements that are needed will be applied for and utilised. This may include some or any of the following:

- Extra time
- A reader
- A scribe
- Alternative fonts and layouts
- Use of laptops