



# Castle Newnham School

TRADITIONAL VALUES, BRIGHT FUTURES, ONE JOURNEY

## **SPECIAL EDUCATIONAL NEEDS & DISABILITY (SEND) INFORMATION REPORT 2020**

### **What kind of SEND is catered for in the school?**

Castle Newnham is committed to inclusion and the Assistant Principal - Inclusion (AP Inclusion), the Primary and Secondary SENDCos and members of staff have experience in supporting pupils with a variety of needs that may present themselves in a normal, mainstream school. We do not have a 'specialism' in supporting pupils with a particular type of need; we support all pupils' additional needs on an individual basis.

Our school has two sites: The South Site which has nursery to Year 4 and the North Site which has Year 5 to Year 11. The South Site is wheelchair accessible, with ramps to every block but the North Site does not have lifts to the upper floors. Please contact Mrs Kerridge on 01234 303403 if you would like to discuss whether adaptations to the timetable could be made for a child who uses a wheelchair.

### **How we identify pupils with SEND?**

On entry to Castle Newnham, members of staff use a variety of sources to gain information about a child, for example, parent conversations, information from colleagues from other agencies who may be involved with the child and previous settings if appropriate. These conversations, along with data and assessments of the child helps the Primary and Secondary SENDCos and class teachers to determine the needs of pupils. Professionals in school use the guidance in the Code of Practice (2015) to assist them in determining whether a pupil may have a Special Educational Needs or a Disability (SEND).

In addition to this, the attainment of every pupil in the school is monitored regularly. If the school is concerned the pupil is not making enough progress and we think it may be due to a Special Educational Need, relevant assessments will be carried out and families will be involved in decision making about any support that is provided.

### **Information relating to Provision**

- **How we evaluate effectiveness of provision**
- **Arrangements for assessing and reviewing**

At Castle Newnham, we are very proud of the progress our pupils make in their time with us. The attainment of every pupil in the school is monitored regularly with more formal assessment points each term. As part of this cycle, the achievement and attainment of pupils with Special Educational Needs and Disabilities (SEND) are analysed and any pupils who are not making the progress we expect are identified and additional support or intervention work is put in place.

The impact of any additional support or intervention is reviewed termly by the AHT – SEND and Primary SENDCo to ensure the pupil is receiving the correct level of support to enable them to make progress but still have the freedom to become an independent, resilient learner. Regular meetings take place between the AHT - SEND, Primary SENDCo, LSA team and class, subject and form teachers to ensure any issues are identified as quickly as possible. In addition, open lines of communication with families mean that successes or problems with provision can be highlighted to school by family members.

Castle Newnham also uses a variety of methods to assess, evaluate and monitor other skills related to social and emotional aspects of learning and mental health. Personalised provision is monitored carefully with standardised assessments, where appropriate, and regular reviews by the members of staff involved with supporting the child.

### **Approach to teaching pupils with SEND**

All teachers at Castle Newnham are teachers of children with SEND and get to know the pupils they teach very well. They will support pupils in their classes by personalising their lessons in response to a child's need.

Where appropriate, pupils may receive extra support from Learning Support Assistants (LSAs) or the Pupil and Family Support Workers. The frequency and intensity of this work will depend on the needs of the pupil. LSAs are based in the classroom primarily and will support pupils with their learning on a daily basis. LSAs are deployed on a personalised, flexible basis to ensure a pupil has the necessary support to achieve but enough freedom to become an independent, resilient learner.

We can offer additional support in school for behaviour, social skills, learning needs, attendance and exams. Additional support is provided on a flexible, individual basis and pupils may be supported by a variety of different colleagues in school depending on their needs. Where appropriate, pupils may receive extra support from Learning Support Assistants (LSAs) or the Pupil and Family Support Workers. The frequency and intensity of this work will depend on the needs of the pupil. LSAs are based in the classroom primarily and will support pupils with their learning on a daily basis. LSAs are deployed on a personalised, flexible basis to ensure a pupil has the necessary support to achieve but enough freedom to become an independent, resilient learner. The Pupil and Family Support Workers work with pupils on an individual or small group basis with a focus on productive activities such as cooking, outdoor education and sports.

All members of staff in the school receive ongoing professional development and training about the different needs of pupils and have formal and informal opportunities to share good practice around teaching strategies to meet the needs of the pupils they teach.

## **Adaptations to the curriculum and learning environment**

Adaptations to the curriculum and learning environment are considered on a personalised basis every year. In the primary phase, the curriculum will be personalised and adapted on a continual basis by the class teacher in response to a child's needs and progress they are making.

In the secondary phase, subject leaders will regularly meet with individual subject teachers and analyse the pupil attainment data to identify pupils who may need adaptations to the curriculum. They will then co-ordinate this provision in conjunction with members of subject staff in their department.

Castle Newnham will always try to adapt the learning environment to meet a pupil's needs where reasonably possible. We work closely with advisory services such as the visually and hearing impaired team and liaise with these agencies if adaptations to the school environment is required. Support is given on an individualised basis to pupils to ensure their needs are met.

We also have two SEND teachers within the Federation who work with individuals and groups of pupils who need more significant support to access the curriculum because of their learning difficulties. They are able to tailor the support they provide to ensure pupils are developing key skills to enable them to be successful learners.

When pupils choose their GCSE options, personalised pathways are available depending on the need of the pupil but may include Functional Skills in English and maths, ASDAN and more vocational options which prepare them for the world of work.

## **Additional support available**

Castle Newnham can offer additional support in school for behaviour, social skills, learning needs, attendance and exams. In addition to supporting the pupil, support can be offered to the family from our Pupil and Family Support Workers. Additional support is provided on a flexible, individual basis and pupils may be supported by a variety of different colleagues in school depending on their needs.

As well as having colleagues who provide additional support in school, Castle Newnham regularly works with a variety of outside agencies from health, therapy and social care including:

- Educational Psychologists
- Autism Spectrum Disorder Team
- Speech & Language Therapy Team
- Child and Adolescent Mental Health Service
- Hearing Impaired Team
- Visual Impaired Team

This list is not exhaustive and Castle Newnham is committed to communicating and working with professionals involved with a child or family to ensure a joined up approach to support.

## **Activities available other than curriculum based**

Castle Newnham is committed to ensuring pupils are given as many different opportunities as possible in their time with us. This includes the opportunity to go on trips and be involved in extra-curricular activities and school events. Pupils with SEND are supported through the wider participation agenda, which means their involvement in extra-curricular visits are monitored through event requests to ensure they are provided with equal opportunities.

Castle Newnham is an inclusive school and wherever possible will ensure pupils with SEND are able to access activities outside of the classroom including school trips. Any specific need pupils may have will be considered when planning trips and appropriate risk assessments and conversations with parents will take place where necessary. Support for trips is deployed on an individual basis in response to a child's needs.

Breakfast clubs, homework clubs and a variety of extra-curricular during break, lunch and after school take place throughout the week at Castle Newnham. Attendance at these clubs is open to all pupils and we welcome pupils with SEND. If necessary, support can be arranged to enable participation in these activities.

## **Support for emotional and social needs of the pupils**

All pupils receive pastoral support from their class or form teacher. If a pupil needs a higher level of support they may work with our Pupil and Family Support Workers. The Pupil and Family Support Workers work with pupils on an individual or small group basis with a focus on productive activities such as cooking, outdoor education and sports.

In their time at Castle Newnham pupils follow a PSHCEE curriculum. This curriculum is designed to enable pupils to develop personal resilience, accept differences, deal with the challenges of adolescence, prepare for adult life and participate in sex and relationship education.

In the primary phase this also includes a whole-school approach to mental health and wellbeing that we run in conjunction with a charity, Making Me. The programme develops resilience, emotional literacy and provides pupils with the opportunity to talk to key adults in school.

In the secondary phase we have a weekly personal development lesson and we also work with outside agencies to provide workshops relevant to pupils at their particular age and stage.

## **Name and contact of SENCo**

The Assistant Principal for Inclusion, Mrs Claire Kerridge, is the strategic lead for SEND for the federation and she can be contacted by telephone on 01234 303403 or by e-mailing [office@castlennwham.school](mailto:office@castlennwham.school). Mrs Amryl Reuben is the Secondary SENDCo and has day-to-day responsibility for the SEND provision for Years 7 – 11 and can be contacted by telephone on 01234 303403 or by e-mailing [office@castlennwham.school](mailto:office@castlennwham.school). Miss Cherrelle Augustine is the Primary SENDCo and has day-to-day responsibility for the SEND provision for nursery to Year 6. She can be contacted by telephone on 01234 300800 or by e-mailing

[castleadmin@castlnewnham.school](mailto:castleadmin@castlnewnham.school).

### **Info on expertise and training on the staff**

All members of staff are committed to continuing professional development and regularly participate in formal and informal training opportunities where they are able to share good practice and learn new strategies and techniques to support pupils with SEND. In addition to the five staff training days across the academic year, members of staff are part of weekly briefings, department meetings and staff meetings which serve as a way to share information about pupils and discuss and plan ways to support pupils' needs.

In addition to this, training can be given in response to more specific needs of pupils where appropriate and this can be delivered by outside agencies or by the AHT – SEND or Primary SENDCo. Mrs Kerridge and Miss Augustine hold the National Award in Special Educational Needs Co-Ordination and have experience in working with pupils with a variety of needs that may present themselves in an inclusive school. Mrs Kerridge is also a qualified Access Arrangements assessor.

### **Equipment and facilities**

Both sites have a disabled toilet and a medical room with first aid trained staff. There is access to ICT equipment including ipads and laptops which can be used to support pupils if appropriate. We also have a sensory room on the South Site.

Castle Newnham regularly evaluates the resources they have available and will use the SEND budget in the most efficient way possible to ensure the resources we invest in will have the most impact on pupil progress. If a family feels a pupil needs a particular piece of equipment the Primary or Secondary SENDCo would be happy to discuss this and requests are considered on an individual basis.

### **Arrangements for consulting parents**

The school website contains important information including calendar information and school policies. Castle Newnham has a twitter feed which can be accessed from the school website and this is updated regularly.

A report with information about pupil achievement is issued to parents annually and parents' evening take place at least once a year. These evenings provide an opportunity for a detailed discussion about the progress your child should be and is making with a class or subject teacher. Other information evenings take place over the course of the year and have included topics like SATs preparation, GCSE options and reading with children.

In addition to more formal opportunities to consult with parents the school encourages a close relationship with parents and members of staff including the AP – Inclusion, Primary and Secondary SENDCos, class and form teachers will always take the time to discuss your child's needs with you. We encourage parents to get in touch with us if they have any concerns or want to discuss their child's progress and we are always happy to respond to queries. Please phone 01234 303403 or e-mail [office@castlnewnham.school](mailto:office@castlnewnham.school) for the North Site or 01234 300800 or e-mail [castleadmin@castlnewnham.school](mailto:castleadmin@castlnewnham.school) for the South Site.

## **Arrangements for consulting young people**

The views of young people are very important at Castle Newnham and we collect these views in a variety of ways. All members of staff have conversations with pupils about what they're learning, why they're learning it and how they learn best. Pupils with SEND may have these conversations more frequently and on a 1:1 basis if appropriate. To ensure pupils feel comfortable and confident having these conversations, excellent relationships are fostered between pupils and members of staff and as a result pupils feel comfortable speaking to people in school if there is a problem.

Pupils with an Education, Health and Care Plan have annual review meetings and pupils' views are sought at this meeting. Many of these reviews take the format of a person-centred review which put the young person's views and wishes at the heart of the planning for their future and enable the family and professionals to clearly identify outcomes the young person needs to work towards to achieve their goals.

## **Directors / School and complaints**

If a family member has a concern, we encourage you to firstly speak to your child's form tutor, class teacher, the Primary or Secondary SENDCo. The member of staff you speak to will do their best to resolve any issues as quickly as possible.

If after speaking to the initial member of staff you still have concerns, you can then address these to the Assistant Principal – Inclusion, Claire Kerridge, Primary Headteacher, Jim Balmbra or the Federation Principal, Ruth Wilkes. Jim Balmbra can be contacted on 01234 300800 or [castleadmin@castlennwham.school](mailto:castleadmin@castlennwham.school) and Claire Kerridge and Ruth Wilkes can be contacted on 01234 303403 or [office@castlennwham.school](mailto:office@castlennwham.school).

The learning and progress of SEND pupils is regularly considered at governing body meetings. The SEND governor is Suzaan Jenkinson. Governors make visits to the school to satisfy themselves that the needs of SEND pupils are being met.

## **How other bodies – health, social care – are involved by the school / directors**

Castle Newnham regularly works with a variety of outside agencies from health, therapy and social care including:

- Educational Psychologists
- Autism Spectrum Disorder Team
- Speech & Language Therapy Team
- Child and Adolescent Mental Health Service
- Hearing Impaired Team
- Visual Impaired Team

This list is not exhaustive and Castle Newnham is committed to communicating and working with professionals involved with a child or family. Colleagues from other agencies are always invited to attend pupil review meetings and are also involved in other key planning meetings. Castle Newnham has a very flexible approach to working with outside agencies and welcomes the opportunity to work collaboratively where it is important for a child.

## **Contact details of support services for parents**

Castle Newnham has a team of Pupil and Family Support Workers who develop relationships with families to enable them to feel more confident to participate in school life. The Pupil and Family Support Workers may attend meetings in school, support at school events or even visit families at home to enable families to feel more informed about their child's progress, understand how to support them at home and participate in school events. They may also work with pupils in school to enhance their progress by developing skills such as resilience, confidence and self-esteem. The contact for Pupil and Family Support on the South Site is Sara Cain and can be contacted on 01234 300800 or [castleadmin@castlnewnham.school](mailto:castleadmin@castlnewnham.school) and the contact for Pupil and Family Support on the North Site is Lesley Watts who can be contacted on 01234 303403 or [office@castlnewnham.school](mailto:office@castlnewnham.school).

Bedford Borough also offers a SEND advice service (SENDIASS) which provides impartial advice and support to families of children and young people with SENDS. They can be contacted at Borough Hall:

SENDIASS  
Bedford Borough Parent Partnership Service  
Borough Hall  
Cauldwell Street  
Bedford  
MK42 9AP  
Tel: 01234 276267

## **Transfer arrangements**

If your child has an Education, Health and Care Plan, the SENDCo will attend the annual review of the plan the year before entry wherever possible. If your child is identified as having SEND, whether they have a plan or not, the AHT – SEND or the SEND manager will meet with colleagues at the pupil's previous setting, professional's involved with the pupil if appropriate and/or with parents to ensure we have the required information to support the pupil to make a successful start.

Visits and transition activities can be arranged on an individual or small group basis if appropriate. Where necessary families are involved in the transitioning planning for a pupil to ensure both the pupil and the family members feel as comfortable and confident about the child's start at Castle Newnham as possible.

If a child with SEND is transferring from another school mid-year, the transition programme will be agreed with the pupil and family on an individual basis. If your child has SEND and you want to discuss transition arrangements please contact the Secondary SENDCo, Amryl Reuben, on 01234 303403 or [office@castlnewnham.school](mailto:office@castlnewnham.school)

## **Where is Local Authority's offer published?**

Bedford Borough's Local Offer can be found at <https://sendguide.bedford.gov.uk/>

