

Local Offer: Early Years Settings



Special Educational
Needs & Disability

<p>1. Business name and Ofsted number: Castle Primary School</p>
<p>2. Who is your named Special Educational Needs and Disability contact? Mrs Chris Crouch</p>
<p>3. Provide a short paragraph about your ethos/mission statement for including children and young people with Special Educational Need and Disability (SEND). How do you aim to meet the unique needs of the child?</p> <p>At Castle Primary School we are committed to supporting all our children and enabling them to reach their full potential. In order to do this, many steps are taken to support them through their learning journey. Quality teaching is vital; however, for some children there are occasions when further additional support may be needed to help them achieve their targets. Each child is assessed individually and a personalised package of support put into place dependent on need. If these needs change, support is adjusted as necessary. Additional assessments from outside agencies will sometimes mean an increase of support and/or resources. Regular review meetings are held between the class teacher and parents to discuss the child's progress and any additional needs which require support.</p>
<p>4. How do you identify that a child is not meeting appropriate age related milestones and what do you do in this case? How do you find out what matters to the child and their family?</p> <p>SMT have termly pupil progress meetings involving all staff from pre-school to Y6 where the progress of all children are discussed needs identified and if necessary interventions put in place. Parents are asked for their input and regular discussions take place from that point.</p>
<p>5. How do you promote positive relationships and ensure good, ongoing communication with families? How will families know what progress their children are making, how to access additional support and what they can do at home to help?</p> <p>We use a range of communication strategies from face to face meetings, home school books, telephone conferencing. Team Around the Child Meetings. Parents are informed of their child's progress three times a year, more often if they have an individual education plan now a Support Plan. Families are encouraged to seek support from the Classteacher initially and if more support is needed then a meeting with the Classteacher and Senco is arranged.</p>
<p>6. How will you communicate with other providers who care for a child, or with providers who will be caring for the child? How do you support children to experience a smooth transition to school or a different situation?</p> <p>Castle regularly holds Team Around the child meetings as a means of getting everyone involved with the child and family together to discuss needs and set up a support plan. This plan is then reviewed and modified over time.</p>

<p>We are the only school in the cluster that runs Get Set – a transition programme from nursery to school. We continuously liaise with outside agencies. We regularly create transition booklets for those children on the Autistic spectrum and those we have identified as needing additional support with transition annually, We have regular meetings with our secondary receiving schools in T6 to assist in smooth transitions for Y6 children.</p>
<p>7. How do you provide an enabling environment for all the children in your care? Are there quiet areas and fully accessible spaces? What other adjustments can you make? What about the physical environment in and outside your setting?</p>
<p>Castle is the designated school for children with physical disabilities in the cluster. We have ramps already in place and have matched our decor in keeping with DDA recommendations to assist visually impaired adults and children. There are a range of safe places the children can access. Where an area is inaccessible modified provision is provided for the child/adults so that they are fully included in all activities. Castle prides itself on being a fully inclusive school.</p>
<p>8. What qualities, skills and experience do you (and your staff) have to support a child's unique needs?</p>
<p>Castle Primary is a fully inclusive school where the focus is on the whole child. Castle has a proven record in good/outstanding pastoral care. All the teachers have the skills and resources to deliver a high quality education for all the children in their care. Where careful differentiation fails to move a child forward then Castle parents/staff will bring their concerns to the attention of the Senco. As a result the Senco will undertake some basic assessments and screening for dyslexia and dyscalculia. We have the skills and expertise to successfully support children with a wide range of conditions that can become barriers to learning such as: ASD, ADHD, sensory impairment, Attachment Disorder, Separation Anxiety, Global Learning Delay, Speech and Language issues and Physical disabilities including children with medical conditions such as diabetes.</p> <p>Where we do not have the expertise we seek support from outside agencies.</p>
<p>This is an opportunity to signpost parents to services that can support them, for example the Parent Partnership Service</p>