SEND – Special Educational Needs and Disability- Information Report

At Castle Manor Academy, we aim to improve the life chances of all our children and young people whatever their backgrounds, skills and capabilities. We aim to provide the best education we can, enabling our children and young people to become responsible, independent and confident members of society.

**How are we an inclusive school?**

Castle Manor Academy is a mainstream 11-16 secondary school which educates children and young people with a wide variety of learning needs. In 2022 we were awarded the IQM Centre of Excellence Award in recognition of our inclusive practice and approach and this was reconfirmed in 2023.

We are part of Unity Schools Partnership, who maintain the overall [SEND Policy](https://www.unitysp.co.uk/documents/send/). We strongly believe that through high quality, adaptive classroom teaching all students can be supported and challenged to make the best possible progress. Our subject specialist staff recognise the differing needs of their students and understand many of the possible barriers to learning. Through considered planning we aim to make sure that the needs of all students both within the classroom and wider school are met.

In September 2020 we opened an on-site Specialist Cognition and Learning Resource Hub called The Arch which offers 23 blended specialist teaching places with opportunities for mainstream inclusion. The Arch is based in the centre of our school with accessible classrooms, facilities and an outdoor learning space. We have 16 KS3 and 7 KS4 students on roll, taught by our Provision Lead Teacher, Specialist Teacher and supported by 5 Arch Teaching Assistants.

Students with a more complex medical diagnosis receive multi-agency support externally, with the Medical Needs Officer liaising between agency and school. We seek to integrate external advice, guidance and guidance into our delivery strategies in school, and staff are supported in their professional development. For further information and admissions statement, please see our website: <https://castlemanor.org.uk/the-arch>

**What is our approach to accessibility?**

We strive to ensure that all students have access to the varied opportunities provided at Castle Manor Academy, including facilitating access to the physical site, to clubs and enhancements, on school trips and through our PROUD values and awards. Where a student with SEND feels that they would like to access an opportunity but there is a barrier to doing so, we will explore the opportunity, complete a risk assessment and consider what adaptations can reasonably be made. For example, Arch students have attended whole school dance and PE enhancements afterschool, with the support of a teaching assistant. We have also provided a specialist accessible residential for the past two years to Thorpe Woodlands in Norfolk. Our accessibility policy is available on our policy page.

Physical access to the site is regularly evaluated and feedback from students is sought. For example, dropping kerbs, increasing the number of accessible parking spaces and enabling charging for mobility aids. Enhanced transition for new students during Activities Week and with additional visits helps develop clear travel routes around the school and enables us to work with the site team to make adjustments. More information can be found in our [Accessibility Policy](https://castlemanor.org.uk/policies).

**What are Special Educational Needs and how are they identified?**

If a student is learning at a significantly slower rate than age-related expectations, or if they have a disability or learning need which is a barrier to their educational progress and attainment, then they are considered to have a Special Educational Need ([SEND Code of Practice 2015](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25)). Students identified with SEND that need support over and above that which is universally available to students in the classroom through high quality teaching and adaptations need 'SEND Support'.

Students with additional SEND needs that are effectively supported within the classroom by the subject teacher and require no additional intervention will continue to be monitored by the SENDco and Achievement Leaders. Parents/carers will be informed if their child or young person is being monitored for SEND.

Special Educational Needs are grouped into **4 main categories of need:**

* **Communication and interaction** (e.g.: Autistic Spectrum Conditions (often termed ASD or ASC and including High Functioning Autism) or speech and language communication needs)
* **Cognition and learning** (e.g.: Moderate and Severe learning difficulties, Profound and Multiple learning difficulties, and specific needs such as dyslexia, dyspraxia and dyscalculia)
* **Social, emotional and mental health difficulties** (e.g.: Mental health difficulties such as anxiety and depression, or ADD, ADHD or attachment disorder)
* **Sensory and/or physical** (e.g.: Disabilities that hinders or prevents them from using the facilities normally provided, for example: Visual Impairment, Hearing Impairment, a Multi-sensory impairment or specific physical disability)

Students with SEND will be identified by reviewing report cards and school tracking data over a period of time, and where appropriate, supported by evidence from additional testing and through focused classroom observation.

Some students will have SEND Support on entry to the school depending on their longer-term special education needs. Subject teachers, Achievement Leader and/or the tutor team will work with parents/carers and the student in the first instance to address any concerns with learning and development, referring to the SENDco if it is felt that they require more support than is provided in the classroom through high quality teaching and adaptation.

 **How are students with additional needs supported?**

Some students will need access to additional support to help them make progress. Support can be provided in many different ways and subject teachers and the SENDco will work with the student and parents/carers to determine what is the best approach to take. Support might be provided within classroom or in small groups led by a teacher, teaching assistant or appropriate staff member. It may be for a short or longer period of time and will be regularly monitored by the class teachers and SENDCo through a cycle of 'Assess, Plan, Do, Review' which typically lasts 6-8 weeks (a half term) in the first instance. Staff will work with parents/carers and the child or young person to plan support and they will be informed about the interventions offered and how they are making progress.

**How do we decide what support is needed?**

At Castle Manor Academy, we follow [The SEND Code of Practice](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf) which is the legal framework for supporting students with SEND. This states that we must take a 'graduated approach' to providing support, making necessary adjustments to the way that we teach and support our students as far as is possible within our resources. We use the term 'stages' to show the level of support that a student needs, and to track ‘Assess, Plan, Do, Review’ cycles.

**Our Universal Offer: High Quality Teaching & Learning and Reasonable Adjustments:**

Subject teachers plan for all students within their class, taking account of their targets and any additional needs. Teachers consider their seating carefully, the resources that are used, methods of communication with students, pace of lessons and home learning. Students who need practical resources (such as a coloured overlay or the use of a laptop) can have their needs met within the Universal Offer, along with students who use accessibility aids to get around the site independently. Similarly, students at the school can have their initial mental health and wellbeing needs met through the ‘Wellbeing Way’, forming part of our universal SEMH offer.

**Stage 1:**

The class teacher, tutor and/or teaching assistant will discuss progress with the child/ young person and their parents/carers and plan to provide additional support or adjusted approaches within the classroom, to help secure progress and to close gaps in learning. Staff are trained and coached to use a range of strategies and in most cases, these will be enough to enable the student to make progress. A Pupil Passport will be created on Provision Map so that staff understand the key information about how to support the student. Support will be closely monitored by the subject teacher following the 'Assess, Plan, Do, Review' cycle. If no progress is made during the first cycle of Assess, Plan, Do, Review or further strategies are needed, they will discuss next steps with the SENDCo. Parents/carers will be informed about any outcomes and next steps will be planned with the student's involvement.

**Stage 2:**

The class teacher, tutor and/or teaching assistant, with the SENDCo, may plan additional interventions to support learning if it is felt that a student needs different or additional support than the high quality teaching within the classroom. This support could be, for example, from a Teaching Assistant or other member of the wider support team, or attending specific intervention sessions. This provision will be discussed and planned with the child/ young person and their parents/carers and progress will be monitored by staff with the SENDCo in the form of a Learning Support Plan. Support will be closely monitored by the subject teacher and SENDco following the 'Assess, Plan, Do, Review' cycle. At this point, if the student requires support over and above that which is normally provided, they will be added to the school's 'SEND Support' register, and parents/carers will be informed.

**Stage 3:**

If a child or young person continues to make little or no progress over a sustained period of time, the SENDCo will seek advice from outside agencies such as Special Education Services, Speech and Language Therapists or mental health professionals. In this case, the child or young person and their parents/carers will be asked to discuss the next steps at a meeting and asked to give confirmed consent for external agencies to work with their child. The external agencies and the school will then work together to plan the best ways to provide support. Support will be closely monitored by the SENDco following the 'Assess, Plan, Do, Review' cycle.

**What types of specific support are available?**

At Castle Manor Academy, SEND support is tailored to the needs of individual students whether mainstream or for students attending The Arch. Interventions are delivered for a specific period of time in order to close the gap in students' learning. Interventions will change and/or cease if progress has been made, the attainment gap has closed or if they are no longer effective and another intervention needs to be considered.

Some of the interventions we are able to offer include:

* [Lexia Literacy](https://www.lexiapowerup.com/) Programme (Computer based adaptive programme)
* [Herts For Learning Literacy](https://www.hfleducation.org/reading-fluency) Programme
* [ELSA](https://www.elsa-support.co.uk/) (Emotional Literacy)
* Guided reading and writing (a booster class for small groups)
* [Read, Write, Fresh Start](https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-and-fresh-start) (phonics catch up)
* Speech and Language therapy exercises (following targets set by the Speech and Language Therapist)
* Language for Behaviour and Emotions
* Specific exercises to develop fine motor skills (helping with handwriting and practical tasks) that may be advised by an Occupational Therapist
* Over-learning Maths sessions
* ASD for Girls support group
* Working memory strategies
* Lego Club & other social skills opportunities
* The Kings Trust ([Princes Trust](https://www.princes-trust.org.uk/)) programme (designed for Key Stage 4 students)

**What curriculum adaptation is provided at Castle Manor Academy?**

It is important that all our students have access to a broad, sequenced and coherent curriculum offer, and adaptations to this are only considered in a small number of cases, typically where alternative interventions are stated in an EHCP or to allow for a shorter-term intervention recommended by a specialist. We aim to minimise interventions during timetabled lesson time to ensure that students can learn alongside their peers and be taught by subject specialists.

At Key Stage 4 (years 10-11) some students with SEND will have a tailored curriculum with a balanced course-load for GCSE. Timetable adaptations may be considered for those who need additional support over and above classroom differentiation and may be provided in the Learning Support area. Some students may be able to undertake work towards a Level 1 or 2 accreditation as an alternative pathway in preparation for post-16 pathways or employment/training.

Students from [The Arch](https://castlemanor.org.uk/the-arch) are provided with opportunities to integrate into mainstream lessons when they are assessed by the Provision Lead and Lead teacher, and the mainstream subject teacher as able to participate. Teachers take into account their cognitive, (or physical in the case of PE) abilities as well as their social skills and emotional wellbeing.

**How are interventions allocated to children with SEND?**

Interventions are allocated by the SENDco & Deputy SENDco in conjunction with curriculum team leaders, teaching assistants, learning mentors and Achievement Leaders. When deciding what support is most appropriate for a student, we consider:

* The specific needs of the student and whether support is required in lessons for learning or in support of their overall development and wellbeing;
* The student’s progress over a period of time and attainment within age-related expectations;
* Current level of adults within that students' class;
* Identified gaps within students knowledge, understanding or skills;
* Expertise of school staff and availability of staffing;
* Time available within the school day, enhancement time and within GCSE and other courses;
* Any professional advice given by other specialists.

**What support is available for emotional and social development?**

Students with identified SEND that impacts on their emotional and social development are supported following the same principles of graduated approach and ‘assess, plan, do, review’, working with parents/carers to establish what wider referrals may need to be made.

Our current wellbeing and early help offer includes:

* Referrals to the Suffolk Emotional Wellbeing Hub and to Early Help
* Working with the School Nursing Team
* Appointments to talk to the Chaplaincy Service
* Referrals and direct work with Mental Health in Schools Team (MHST)
* ELSA support in school
* Wellbeing caseload check-ins with key staff members
* Working alongside wider community mental health teams including the Eating Disorders Team
* In school support at Student Services & The Behaviour Hub

Since the pandemic, the school has recognised the need for increased whole-staff trauma informed training, which has been delivered through professional development days and online webinars. We have also developed the Wellbeing Way as a resource to support early mental health and wellbeing needs. For further information, please contact Assistant Head Jack Watkinson: jwatkinson@castlemanor.org.uk

**What is an Education, Health and care plan?**

The Education, Health and Care Plan (EHCP) puts parents, children, young people and families at the very centre of the assessment and planning process, to make sure that their views and wishes are not only heard but also understood and acted upon. It is a statutory recognition that a child or young person needs specific long-term support over their time in education that is significantly different to that of their peers.

An EHCP is for children and young people who have special educational needs and disabilities and where an assessment of education, health and social care needs has been agreed by a multi-agency group of professionals and granted by Suffolk County Council. Parents/carers, as well as the child or young person themselves are able to request that they are assessed for an EHCP as well as the school.

**How is the progress of students with Special Educational Needs monitored?**

The progress of students with SEND is monitored using the same assessment and reporting processes as the rest of the school. There are additional opportunities to discuss and contribute to the student's provision throughout the school year with subject and pastoral staff at parents’ evenings, review meetings (online and face to face) and through check in phone calls. Key stage 4 students have adapted Pathways Meetings and attend the Supporting Success evenings. This may be with the Form Tutor, Achievement Leader, SENDco (or member of the Support Team). We have adapted the reporting process for students with an EHCP so staff can provide detailed SMART targets and a progress statement three times across the academic year.

We ensure that the provision for students with Special Educational Needs is closely monitored to check whether we are using strategies and resources that help these students to overcome their individual barriers to learning and make progress. We use learning walks, lesson observations, feedback from specialists and the rigorous analysis of performance data as evidence of whether students progress and if additional support is having a positive effect. Where progress does not happen as planned or if a student's needs change, we re-evaluate their support and adjust their provision.

**How do we support students with SEND changing Key Stages or moving on to college/training?**

At Castle Manor we are very experienced at welcoming new students, both into Year 7 and those students who join us mid-year. We have a clear transition programme which is tailored to individual student needs. The Deputy SENDco and Director of Key Stage 3 lead on transition and work with Primary Schools to ensure that information is shared. We are also experienced at supporting our students as they take their next steps after their time at Castle Manor, supported by Mr Course, the Pathways manager.

Transition planning starts in Year 6 (or earlier if a student has an EHCP or complex SEND) with our open evening, and additional visits to the school on a normal working day. Some students with additional needs might need further familiarisation lunches in the Summer Term prior to Transition Week which are organised by the Deputy SENDco, primary schools and parents/carers. Transition continues into the start of Year 7 with SEND Support Team being focused initially on settling in and establishing expectations and routines with students with SEND.

**What training is available to staff in relation to SEND?**

The SENDco and wider SEND Team work regularly with staff on developing their knowledge of specific needs and strategies for supporting teaching in the classroom and additional interventions. Teaching and Support Staff are involved in the schools’ Instructional Coaching offer as part of their annual professional development, and many staff undertake specialist training on areas of need, linking to their subject. Staff may receive specific training from external agencies such as Speech and Language Therapy Service and the Suffolk Specialist Education Service. Teaching Assistants all have an annual professional development target which involves undertaking specialist training in an aspect of SEND.

**How does Castle Manor Academy allocate SEND Funding?**

Suffolk County Council currently provides additional funding for children with SEND called ['higher tariff needs funding'](https://www.suffolklearning.co.uk/leadership-staff-development/inclusion-send/high-needs-funding) (HNF). There is currently no direct funding attached to students who have an EHCP and any additional support for these students must be applied for through the HNF route. Schools must apply for this funding on a termly basis and it is for the small percentage of students with more complex SEND. This is spent on providing high quality Teaching Assistants, teaching staff specialising in SEND needs who work with students in the support base and in delivering specific interventions.

**Who can I speak to for advice?**

In the first instance, please raise your concerns with your child/ young person's form tutor who will raise the concern if needed with the Achievement Leader and then the SENDco or Deputy SENDco if needed.

If you would like to book an appointment to speak to a member of the team about your child or young person's additional needs please call 01440 705501 or email: jmcmanus@castlemanor.org.uk . Our SEND Administrator Jemma McManus will be able to direct your enquiry to the correct member of the team.

At Castle Manor Academy the SENDCo is Mrs Jennifer Beaton Jbeaton@castlemanor.org.uk. The Deputy SENDCo is Mr Paul Gardiner pgardiner@castlemanor.org.uk.

**What is the Local Offer?**

The local offer is the range of services and support available throughout Suffolk. The local offer can be found via the following link: <https://www.suffolklocaloffer.org.uk/>

Further independent advice should be sought from SENDIASS:

<https://suffolksendiass.co.uk/>

We also support students who are Children in Care and have SEND needs by liaising with a number of local authorities through their LAC & PEP review process. For more information, please contact the Designated Teacher, Assistant Head Jack Watkinson: jwatkinson@castlemanor.org.uk

**What do I do if I’m not happy?**

If for any reason you have a concern about your child, the first point of call is always your child’s form tutor or Achievement Leader. Depending upon the nature of your enquiry, they might refer you on to the SENDco or Deputy SENDco. If they are unable to solve the issue for you, please make an appointment via the school office to speak with the Headteacher, Mrs Whitcombe on 01440 705501.