

Castle Hill Primary School SEND Information Report
Autumn 2019

This 'Special Educational Needs & Disabilities Report' has been created to support parents and carers so they can find out more about how our school supports their children with Special Educational Needs (SEND). We hope that the information is clear and helpful, but should you need further information please contact the school with any questions. We are always happy to help.

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Castle Hill Primary School Mission Statement

Castle Hill Primary School is a split site, mainstream, two form entry primary school. We have an established junior school and a growing primary school. Our aim is to make sure that:

- All pupils are valued equally and are included regardless of their abilities, needs and behaviours
- All children are entitled to a broad, balanced curriculum which is adapted as appropriate to meet their individual needs
- All of our teachers are teachers of children with special educational needs
- We are committed through quality teaching and learning experiences that all our children will learn and make progress
- Effective assessment and diagnosis of pupils leads to appropriate provision for children with special educational needs which is *'in addition to or different from'* the other pupils. Support may be short or long term depending on their specific needs.
- Safeguarding is central to all the practices at Castle Hill Primary; maintaining our pupils' safety and well-being is central to our ethos.

What does a Special Educational Need mean?

The following areas of need are outlined by Hampshire SEND Service to guide schools with assessment, diagnosis, monitoring and provision of special educational needs. The descriptions are set out below:

- **COGNITION AND LEARNING – difficulties in understanding and practicing basic skills, and key areas of language, English and Maths.** Learning difficulties cover a wide range of needs including:
 - Moderate learning difficulties (MLD)
 - Severe learning difficulties (SLD)
 - Profound and multiple learning difficulties (PMLD)
 - Specific Learning Difficulties (SpLD) – more specific difficulty e.g. dyslexia, dyscalculia and dyspraxia
- **SOCIAL, EMOTIONAL AND MENTAL HEALTH DIFFICULTIES – difficulty coping within the school environment such as making friends, relating to other pupils or adults, anger and behavioural management issues.**
- **COMMUNICATION AND INTERACTION – difficulty communicating with other pupils or adults. Finding it hard to understand and follow instructions, or expressing their thoughts and ideas. Includes:**
 - Speech, Language and Communication (SLCN)
 - Autistic Spectrum Disorder (ASD)
- **PHYSICAL AND SENSORY – specific impairment that might affect their ability to learn or access the Curriculum. Includes:**
 - Physical Disability (PD)
 - Hearing Impairment (HI)
 - Visual Impairment (VI)
 - Multi-sensory impairment (MSI)

When a pupil is identified as having SEND, the school will take action to remove barriers to learning and put effective special educational provision in place. This SEND support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. **This is known as the graduated approach.**

Assess – identify and analysis needs of the child. Assessment is reviewed regularly.

Plan – support put in place and parents informed what this support will be.

Do – interventions and support is started and monitored.

Review - effectiveness of support/interventions and their impact on the pupil's progress is reviewed.

The impact and quality of the support and interventions should be evaluated, along with the views of the pupil and their parents.

School Structures for Teaching and Learning across the school

	Whole School Class - Quality First Teaching <i>On-going throughout child's journey in CHPS</i>	Targeted Support <i>For individuals or small groups, support is short to medium term</i>	Specialised Individual Support <i>For individuals, support is medium to longer term</i>
Assessment, monitoring and review	<p>Assessment takes different forms.</p> <p>It is an on-going process in all lessons and allows class teachers (CTs) to personalise the learning.</p> <p>We use formal tests and less formal approaches to diagnose difficulties.</p> <p>Our school monitors pupil progress continuously but we formally assess at 4 data points in the year, when data is recorded.</p> <p>Targets are set for all pupils at least termly for English and Maths.</p> <p>Personal Learning Plans (PLPs) outline some pupils' targets in more detail.</p> <p>Pupils who are making slow or insufficient progress are highlighted by subject leaders and class teachers. The Special Educational Needs Co-ordinator (SENDCo) will liaise</p>	<p>Personal Learning Plans (PLPs) documents outline a pupil with targets that require additional support and are in greater detail.</p> <p>Targets are broken down into manageable 'chunks'.</p> <p>Targets are SMART</p> <p>S Specific to your child</p> <p>M Measured and monitored regularly</p> <p>A Achievable so your child will succeed</p> <p>R Realistic so your child will succeed.</p> <p>T Timed (usually 4-6 week blocks)</p> <p>Targets are taught by class teachers and Professional Teaching Partners (PTPs) in a range of group formats, both in class and outside of the main class setting.</p> <p>PLP targets are reviewed at least termly, but usually every half term.</p>	<p>As for the short term Personal Learning Plan support.</p> <p>In addition, targets may be supported by outside agencies e.g. Educational Psychologists (EP), Occupational Therapists (OT) etc.</p> <p>SENDCo and year teams meet half termly to assess targets and progress.</p>

	<p>with teachers and Professional Teaching Partners (PTPs) to set up any necessary and appropriate interventions.</p> <p>Half termly review meetings with the parent, child and class teacher allow the opportunity to discuss provision, how they are progressing against their targets and to plan the next set of targets/interventions.</p> <p>End of year reports and progress summaries are sent in July.</p>	<p>PLP targets are discussed at parent review meetings.</p>	
	<p>Whole School Class - Quality First Teaching <i>On-going throughout child's journey in CHPS</i></p>	<p>Targeted Support <i>For individuals or small groups, support is short to medium term</i></p>	<p>Specialised Individual Support <i>For individuals, support is medium to longer term</i></p>
Teaching Approaches	<p>All class teachers are teachers of pupils with SEND and will make appropriate provision in their everyday planning for pupils requiring additional support.</p> <p>Assessment is an on-going process in all lessons.</p> <p>All teachers and Professional Teaching Partners receive regular training aimed to support them with teaching approaches. Detection, diagnosis and support of a difficulty is vital. The aim is to maximise the participation of all pupils and as a result their progress and attainment.</p>	<p>Pupils are taught in smaller focused groups (guided groups) according to a need or difficulty. This is planned for and often delivered by class teachers. Not all the pupils in these groups are on SEND registers.</p>	<p>These pupils will have a SEND need identified. They may be taught 1:1 with precision teaching or follow a specific intervention. Interventions may be customised or written by the class teacher. Delivery is more often from Professional Teaching Partners but monitored closely by the class teacher and SENDCo for impact.</p>
Learning Approaches	<p>All pupils have access to the New Curriculum launched in September 2014. The Curriculum is differentiated at class level to take into account children's particular needs. Lessons and teaching are modified to suit children's individual needs (both academic and personal)</p>	<p>Interventions link directly to the National Curriculum with the focus to catch pupils up as quickly as possible.</p> <p>The main focus is to link learning that is delivered in small groups to the classroom so that independence is achieved quickly.</p>	<p>The school aims to respond to concerns quickly and efficiently. If a concern is raised, the SENDCo, class teacher or Professional Teaching Partner may carry out additional tests to identify weaknesses and plan an appropriate intervention.</p>

			<p>Parents will always be consulted and informed if an outside agency needs to be involved.</p> <p>Personal Learning Plan targets reflect the extra and precise support required.</p>
Support/ Liaison	<p>At Castle Hill Primary School, the needs of all pupils are discussed at transition meetings. These meetings support pupils who are moving year group within the school and for those pupils arriving and leaving us.</p> <p>Pupils with SEND are discussed in more detail so that targets and needs are understood from the start.</p> <p>All staff are made aware of the specific needs of a child and are advised by our senior team on strategies for excellent Quality First Teaching.</p> <p>Strategies are developed within the classroom to support pupils with SEND including:</p> <ul style="list-style-type: none"> Differentiation by task and outcome Access to additional resources and equipment Language used within the classroom – adapted or simplified Visual prompts Buddies and peer support 	<p>The SENDCo and/or heads of transition year groups (Year R, Years 3 and 6) will also liaise with the feeder/receiver school/nursery to ensure smooth transition programmes.</p> <p>We offer many opportunities for over learning and consolidation of concepts.</p> <p>Regular opportunities to access small groups work is provided with extra resources and equipment to help develop skills of independence and self-organisation.</p>	<p>Children with SEND may also be supported by external agencies and parents are always informed of this.</p> <p>The SENDCo is the primary liaison/contact point for these agencies although class teachers are also involved. It is the responsibility of the SENDCo and class teacher to organise the external support and monitor progress.</p>
	<p>Whole School Class - Quality First Teaching <i>On-going throughout child's journey in CHPS</i></p>	<p>Targeted Support <i>For individuals or small groups, support is short to medium term</i></p>	<p>Specialised Individual Support <i>For individuals, support is medium to longer term</i></p>
Environment	<p>We now operate on two sites. Castle Hill Primary School (Greenbank) is our original two-form entry junior school in a two-storey building. The building underwent a recladding project and during this project access and reasonable adjustments were</p>	<p>We prepare the children for changes and provide support to manage unpredictable events.</p> <p>e.g. changes to classroom set up after an injury.</p> <p>At times of transition between infant, primary and secondary additional visits and liaison.</p>	<p>A purpose-built toilet has been built at the Greenbank site to enable sterile conditions for catheterisation purposes and disabled access. There are disabled toilets on the lower ground in both buildings at the Rooksdown site.</p>

	made to include all members of the community. In September 2015 we opened our primary school site (Rooksdown). This is a brand new building and is purpose built with all the latest adjustments including a lift for disabled access in the main building.		There are access ramps at both sites to allow wheelchair access between the building and the playground.
Emotional Support	At Castle Hill Primary School, we work hard to meet the social and emotional needs of all our pupils. There is a caring ethos throughout the school with 'Manners Matter' at the centre of our ethos. We have a trained ELSA on both sites and a member of staff on our Rooksdown site who works with parents with a variety of difficulties.	If children require additional focused support with their social and emotional development, teachers may link this to individualised targets in Personal Learning Plans. The PSHE (Personal, Social, Health and Emotional) Curriculum lends itself to circle time to talk through concerns and issues.	For those pupils with longer term needs we have Personal Teaching Partners trained as ELSAs (Emotional Literacy Support Advisors). ELSAs have received training from Education Psychologists in different aspects of emotional well-being, including self-esteem, anger management, social and friendship skills, social communication difficulties, bereavement and family break ups. ELSA-trained staff are able to support pupils in both small groups and 1:1 if required.

Frequently asked questions from parents and carers

<p>1. How will Castle Hill Primary School know if your child needs extra help or has special educational needs?</p> <p>We aim to be a friendly and approachable team who have every child's education at the heart of what we do. We are committed to early identification of any difficulty and this is done in a variety of ways:</p> <ul style="list-style-type: none"> ➤ Prior information from a previous school is a common way ➤ Standard assessments and screening tests e.g. Language Link (infant and junior), DST (infant and junior) ➤ A child performing below expected levels of attainment ➤ A concern raised by a parent about learning, behaviour or self esteem ➤ A concern raised by another staff member about learning, behaviour or self esteem ➤ Liaison with external agency e.g. physical needs, speech ➤ Health diagnosis from external agencies e.g. Occupational Therapists, GP or a Paediatrician <p>Castle Hill Primary School follows the guidance laid out in the SEN Support document (https://documents.hants.gov.uk/education/sen-support.pdf). The school follows the graduated approach model of assessment and identification (Pg 5). This states that the first step is high quality, inclusive teaching. If the child continues to not make adequate progress, then further support with advice from the SENDCo is put in place. If this still makes no difference, the child will be put onto SEN Support on the school register and a Personalised Learning Plan (including identified interventions) will be started and regularly reviewed. If this level of support does not enable the child to make progress over time, external advice will be sought. This may result in an EHCP (Educational Health Care Plan) being requested. There are strict criteria about whether an EHCP is appropriate or not and these must be agreed with an outside agency (usually the Educational Psychologist) and the school before an application can be made.</p>
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2. What should I do if I think my child needs extra support or may have special educational needs?

At Castle Hill Primary School, we welcome and encourage all parents to talk to us before an issue becomes a problem. We have an open-door policy so if you are worried about your child in any way please contact their class teacher. If the issue continues or is not resolved, then their Head of Year or the school's SENDCo will offer further advice and support. Ways of contacting us:

- Drop in to reception and ask for an appointment; the teachers aim to reply to a query on the same day. Appointments with SENDCo are also available but may take a day or two to set up.
- A good way of highlighting a concern is via the Home School Book which enables teachers and parents to communicate quickly and frequently.
- Half-termly review meetings with the child, parent and teacher provide extra discussion time.

3. How will I know how well my child is doing and how will the school help me to support my child's learning? What are the opportunities to discuss my child's progress?

Parents are very welcome at Castle Hill Primary School; here are a few of the ways you can find out more about your child:

- Ad hoc meetings set up between school and parents/carers
- Pupils on the SEND register needing SEND Support will continue to have Personal Learning Plans (PLPs) which contain individual, SMART (Specific, Measured, Achievable, Realistic and Timed) targets. PLPs are discussed half-termly at the review meetings.
- Specific intervention review meetings to assess targets (e.g. review of Individual Behaviour Management Plans)
- Annual reports are sent out in July to summarise progress and effort

If your child has an Educational Health Care Plan (EHCP), then there will be county involvement in order to write the plan. There is then a formal Annual Review meeting when the EHCP is reviewed.

We currently measure progress against statements that indicate whether a child is working at age related expectations. These link to the National Curriculum. Teachers are continually assessing the children and note informally how they are doing. We track progress from entry to Year 3 through to Year 6 using a variety of methods including formal tests which provide a standardised score and sometimes reading and spelling ages. Pupil progress meetings (PPMs) are held regularly to discuss pupils' progress and attainment concerns which are highlighted and strategies put in place to resolve any problems. These meetings are held between class teachers and senior leaders.

4. How does the school know how well my child is doing?

The school uses a number of measures to check the progress of all pupils.

- We look at government measures, a list of statements for each year group that indicate whether a child is working at the expected standard for that year, known as Age Related Expectations (ARE).
- We also use reading and spelling tests that give both standardised scores and reading/spelling ages.
- Teachers are continually assessing pupils understanding through informal methods such as questioning and informal assessments.
- Children who are making slower than expected progress are discussed at termly pupil progress meetings. Further support and strategies are discussed and put into place to aid their progression. If a pupil is a cause for concern, then parents will be informed.
- Support programmes are planned by the class teachers but may be delivered by either the teacher, Professional Teaching Partner or both. Programmes are specific and so their length varies.
- Impact of support is monitored and parents will be aware of how their child is progressing throughout.

5. How will the staff at Castle Hill Primary School support my child? Who will explain this to me?

The teachers and SENDCo will work closely together to create your child's educational programme, including the targets on their PLP. Class teachers will manage the day to day needs of your child and ensure progress is being made. The support could take various forms:

- Your child may work in a small group to support them with Maths and English
- Support will be with both the teacher and a Professional Teaching Partner.
- If the work is emotionally focused, the ELSA will be involved

This will be explained in a variety of ways;

- We have an open-door policy so parents are welcome to make ad hoc appointments to check how things are going
- Class Teachers will make time for parents, whose child is receiving extra support, to keep them up to date and aware
- Review meetings are held half-termly
- Reports are sent out annually

6. How are the Governors involved? What are the Governors' responsibilities?

Firstly, the whole process will be shared with you by your child's class teacher or Head of Year (HOY), as they work with your child on a daily basis and know them best. If you need more information, the class teachers will talk to the SENDCo, who is also available; just call the reception team to make an appointment. We also use parent review meetings to help us share information.

The SENDCo reports to Governors every term to inform them about the progress of pupils with SEND. The report does not highlight individual pupils, but looks at trends. Confidentiality is maintained at all times.

There is a SEND link Governor who meets with the SENDCo regularly, reporting back to Governors to keep them informed. The Governors are involved with agreeing the priorities for spending the SEND budget.

7. How will the Curriculum be matched to my child's needs?

We offer a broad and balanced Curriculum. The Curriculum is pitched at an appropriate level so that **all** pupils can access the learning opportunities. Teachers plan in teams to ensure that quality first classroom teaching is in place. Class teachers are expected to show differentiation on their planning, which senior team leaders will monitor regularly. The ways that we match the Curriculum to every child is through:

- Differentiated tasks and outcomes (group and individualised)
- Supported work through different resources and/or staffing e.g. working with a Professional Teaching Partner
- Structured and differentiated questioning

8. How will the school decide what and how much extra support is needed for my child?

Every child is different, so the level **and** type of support offered varies from child to child; this support is often referred to as an **intervention**. The aim is always the same, to catch them up with their peers (bridge the gap) or overcome a barrier to their learning. Any support that a child receives is monitored to ensure it is effective and well-paced. If the intervention is proving ineffective the staff will stop and alter the support. If needed, external advice or support may be sought.

We have a range of Literacy interventions that support with phonics, reading and spelling e.g. Read Write Inc, Rapid, Phonographix to name a few. In Maths we use 1st Class in Number, Catch Up Numeracy and Wave 3 Interventions. We also use Precision Teaching to deliver highly specific programmes on a 1:1 basis.

Class teachers co-ordinate interventions and are happy to discuss them with parents. Professional Teaching Partners and teachers deliver interventions.

9. How are resources allocated to support children with additional needs, including access to external support from outside agencies?

We aim to ensure that all pupils with SEND will have their needs met to the best of the school's ability, using the funds available. The SEND budget is allocated on a needs basis. The more complex a child's needs, the more specific the support and often these pupils receive the highest levels of Professional Teaching Partner support.

The school uses in house staff but also seeks support and advice from the following outside agencies:

- Educational Psychologists
- Occupational Therapists
- Physiotherapists
- Paediatricians
- Child and Mental Health Services
- Primary Behavioural Support Team
- Maple Ridge Outreach team

These agencies will offer advice and provide intervention programmes to support your child.

We also signpost parents to external agencies that may be able to support them further, examples include:

- The British Dyslexia Association
- National Autism Society
- ADHD Foundation

10. How will my child be included in all aspects of school life, including activities outside the classroom such as school trips?

Our aim at Castle Hill Primary School is that all children will access a full, broad and balanced Curriculum both in and outside the immediate classroom. We believe that every pupil should have the chance to take part in all activities and ultimately achieve and fulfil their potential - trips, visitors, Golden Time/Friday Fun are a few of the extra-curricular activities available. If we can see a barrier to a child joining in with an activity, we have a number of ways of overcoming the barrier:

- Risk assessments are completed before a new activity is carried out in school, and for all trips. This allows staff to analyse all the risks and consider control measures for all pupils, including those with SEND. Parents will be fully involved in these risk analyses. In many cases parents can accompany their child in the activity.
- If a need is identified, the staff will put in all the appropriate adaptations, resources and expertise e.g. extra staffing, wheelchair access, adapted program.

11. How will the school support my child's overall well-being? How will we take their views into account?

At Castle Hill Primary School, we aim to make sure that as well as academic support we also support pupils in their pastoral, social, emotional and medical well-being. We know that by building relationships with the pupils and their families, and in partnership, our pupils will achieve their full potential. The class teachers are primarily in charge of supporting the children's self-esteem and emotional well-being. We do have strategies and resources to offer more specific forms of support for children including:

- Emotional Literacy Support Assistants (ELSAs) – work with small groups and individuals on social and behavioural skills.
- The school has an open-door policy which allows parents to bring concerns to us quickly

- Our home school book is another form of communication as this can allow daily exchanges particularly with small issues that require monitoring and feedback.
- Medical issues and medicine administration is co-ordinated by the administration team. There is an Administering Medicines at School Policy, which are available from the school office. All medical issues are discussed with the family so that staff are fully aware of your child's specific needs.
- If medicines are needed on a short-term basis, parents are invited to come to reception and discuss with the reception team.
- We have a full time first aid trained member of staff and many of the support staff (both Professional Teaching Partners and lunchtime team) have emergency first aid training.
- Regular training and updates are scheduled for all staff e.g. EpiPen, asthma inhaler administration and management of medicines.

It is important pupils have 'a voice' and feel they can contribute to school life. Building relationships with all our pupils is crucial to our ethos. We have various ways in which this is achieved:

- All school leaders talk to pupils to get their opinions on various aspects of school life
- School Senate is a group of elected pupils who act as a voice on all areas of school life, SEND pupils are represented in this group.
- Leadership and monitor roles are part of a school life and all pupils are encouraged to have a job to develop responsibility and leadership
- SEND pupils have more regular meetings with key staff to discuss targets and worries
- Before any review of targets (PLPs, IBMPs etc.) SEND pupils are asked for their thoughts and opinions. We try and focus on what they are happy with as well as what is difficult.

12. What training have staff who support pupils with SEND had or are currently receiving?

Training is on-going at Castle Hill Primary School. Examples include:

- Annual training for all staff, on both SEND and medical issues are led by both school staff and external agencies.
- The SENDCo leads training throughout the year on SEND issues, updates and good practice for both class teachers and PTPs.
- More specific SEND training that is targeted to key staff, focusing on improving interventions in the basics of Maths and English (including spelling, handwriting, phonics and grammar), is led by members of the SEND team.
- The SENDCo attends regular training on current issues and updates; this also involves attending cluster group meetings/SEND briefings and the Annual SEND Conference. Our SENDCo is currently studying for the National Accreditation for SENDCos (a Masters Degree level qualification).
- ELSAs undergo specific training from the EP service, focusing on emotional and self-esteem support.
- External agencies offer both support and training in more specific SEND areas such as speech, physical disabilities, autism and ADHD.
- We also have contact with Special Schools (e.g. Maple Ridge) who offer outreach support to mainstream schools in many areas of SEND.

13. What is access like throughout the school for my child?

At both school buildings there is good overall accessibility for both pupils and parents. At Greenbank, we have made modifications over the years and the ground floor exits are all level and therefore fully accessible. There is also a modified toilet that allows for disabled access and can be made sterile. There are purpose built slopes to outside classrooms, which allow full wheelchair access to the playgrounds and to the front and rear entrances to the school.

Both sites are on two floors so access to the first-floor classrooms at Greenbank are via two stairwells; current policy is to locate pupils with specific physical needs on the ground floor. At Rooksdown we also have two stairwells and a lift to gain access to the upper floor classrooms in the main building.

14. How can I as a parent be involved in school life? Who do I contact for further information?

At Castle Hill Primary School, we are committed to partnership with our parents. We actively involve parents in day to day school life including hearing readers, supporting trips and also giving talks to the children. We regularly communicate with our parents, keeping them in touch with developments and how they can be more involved with school life. If you want to be more involved then you can either contact your child's class teacher or via our school's admin teams.

15. How will the school prepare and support my child to join the school or move to another school? What are the transition arrangements?

Transition programmes are well established. We have embedded programmes with all our infant and secondary schools, as well as pre-schools and nurseries. We have two intakes; Rooksdown takes 60 YR pupils and at Greenbank we admit 60 children in Year 3. The usual set up is that whichever site the child is admitted to, they will stay with us until Year 6. We also have systems in place to support any pupil arriving or departing the school mid-year/key stage. These include the following:

- Information and record sharing procedures with other schools.
- Additional transition days for less confident pupils, allowing additional time for questions.
- YR Induction programme of play sessions in the summer term and home visits in autumn term.
- Visual transition books and packs.
- Transition days when our year 6 pupils move to their secondary school and the new year 2 pupils join us for the day.
- Induction Parents Meeting for new Year 2 and YR parents are held prior to the transition.
- Year 3s and 6s are set up as buddies from day 1 to support younger children settle in.
- Pupils arriving mid-year or key stage would also be given a child as a buddy to support with settling in.
- All pupils arriving to the school mid-point will have met the Head or Deputy and had a tour of the school from current pupils.

16. What if my child is also a Looked After Child?

All children are treated equally at Castle Hill. If your child is Looked After we have processes in place to provide the additional support they are entitled to. Instead of two target documents, your child's academic targets will be recorded in their Personal Education Plan (PEP), which is reviewed termly. For further information parents are advised to look at our Looked After Children Policy which was adapted using Hampshire guidance.

17. What if my child has a disability or medical condition?

The Children and Families Act 2014 placed a duty on all schools to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils. Where children and young people also have SEND, their provision should be planned and delivered in a co-ordinated way with the healthcare plan. Schools are required to have regard to statutory guidance '*Supporting pupils at school with medical conditions*'.

The SENDCo and teachers will work with parents to fully support all SEND pupils with additional medical needs. This will normally involve additional transition planning into YR and Year 3, regular meetings with parents and pupils to review medical needs and changes and regular reviews from external health professionals; these could include speech therapists, occupational therapists, paediatricians, physiotherapists and SEND advisory teachers.

Admission of all disabled pupils is outlined in our Admissions Policy which is reviewed annually in accordance with Hampshire County Council policy guidance.

This Policy has been written with reference to Regulation 51 of The Special Needs and Disability Regulations 2014 Schedule 1.

18. How do I know my child is being treated fairly and equally?

All children are treated equally at Castle Hill Primary School; we have a duty under the Equality Act 2010 towards individual disabled children and young people. We will make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a disadvantage. These duties are anticipatory and as a school they require thought and planning in advance, as to what a disabled child might need and what adjustments might need to be made to prevent that disadvantage. As a school we have a wider duty to prevent discrimination, to promote equality of opportunity and to foster good relations.

19. What do I do if I need to raise a concern about my child or their progress?

Your first point of contact would always be to raise any concerns with your child's class teacher. However, if the matter involves that member of staff or for whatever reason the issue is ongoing and is not fully resolved, we would advise that your concern is escalated in accordance with our complaints procedure.

Your child's Head of Year and the SENDCo should be made aware and if that is still unsuccessful, the matter would be dealt with by the Deputy Headteacher and finally the Headteacher. Very few issues get as far as the Headteacher as the entire Castle Hill Team aim to solve all issues quickly and efficiently so that your child can learn and reach their full potential.

The schools Complaints Policy is located on the school website or from the admin team.

20. Where can I get further information about the services available for my child?

The first point of contact is your child's class teacher. The SENDCo, Mrs Lund, can also be contacted via your child's class teacher or reception team. Please email admin@chjs.net.

Key policies are available on request and statutory policies are located the school website.

Hampshire County Council will also publish information about what services are available for children and young people with SEND for ages 0 to 25 years. This is referred to as 'The Local Offer'. It can be found at <http://www.hantslocaloffer.info>.

Organisations may find it helpful to consider the following related guidance:

Working Together to Safeguard Children (2013): Statutory guidance from the Department for Education which sets out what is expected of organisations and individuals to safeguard and promote the welfare of children

The Children Act 1989 Guidance and Regulations Volume 2 (Care Planning Placement and Case Review) and Volume 3 (Planning Transition to Adulthood for Care Leavers): Guidance setting out the responsibilities of local authorities towards looked after children and care leavers

Equality Act 2010: Advice for schools: Non-statutory advice from the Department for Education, produced to help schools understand how the Equality Act affects them and how to fulfil their duties under the Act

Reasonable adjustments for disabled pupils (2012): Technical guidance from the Equality and Human Rights Commission

Supporting pupils at school with medical conditions (2014): statutory guidance from the Department for Education

The Mental Capacity Act Code of Practice: Protecting the vulnerable (2005)

Glossary

Abbreviation	Stands for	What does this mean?
PBS	Primary Behaviour Support	External agency that focuses on children with behavioural issues which affect their learning.
CAMHS	Child and Adolescent Mental Health	External agency that focuses on children with mental health issues that affect their learning.
COP	Code of Practice	The document created by the Government that has reformed special educational needs across the country.
CT	Class teacher	The adult attached to a particular class or group of pupils.
CYP	Child or Young Person	Used in the Code to mean a pupil/student.
EHCP	Education and Health Care Plan	The new documentation that will replace SEN statements.
ELSA	Emotional Learning Support Assistant	A PTP who has additional training in supporting pupils with social, emotional and behavioural needs, often in a small group or 1 to 1.
EP	Educational Psychologist	External specialists that support schools with assessment and advice for pupils who are not progressing with their learning.
FIEP	Framework for Enhanced Pastoral Support	The Counselling Skills course for ELSAs; the support has a strong emphasis on role play. It helps ELSAs further develop their active listening skills and shows them how to use a variety of resources to enhance helping conversations with pupils.
IBMP	Individual Behavioural Management Plan	A plan in addition to the IEP that focuses solely on behavioural learning targets.
OT	Occupational Therapist	Specialist who supports schools with children who have physical disabilities/needs.
PLP	Personal Learning Plan	Plan for a child with special needs that outlines learning targets, usually English and Maths focused.
PTP	Professional Teaching Partner	School term for the learning support assistants formally known as LSAs
SALT	Speech and Language Therapy	External specialists that support schools with assessment and advice for pupils who have difficulties with their speech /language development.
SEND	Special Educational Needs and Disability	Children who have a specific need which requires support that is in addition to and different from their peers.
SENDCo	Special Educational Needs and Disability Co-ordinator	The teacher who co-ordinates the strategy of special needs provision in a school.