

## Special Educational Needs (SEN) Information Report 2023: CALUDON CASTLE SCHOOL

### General statement

We are a good mainstream school with a strong inclusive ethos. We strive to ensure that all students achieve their potential personally, socially, emotionally and academically in all areas of the curriculum. This document is intended to give you information regarding the ways in which we ensure we support all of our students, including those with SEND, in order that they can realise their full potential. It may not list every skill, resource and technique we employ in order to achieve this as these are continually developed and used to modify our provision to meet the changing requirements of our students.

Question	How we do it at Caludon Castle School.
<b>Do students with SEND come to your school?</b>	We are a mainstream school, we aspire for all of our students to achieve their potential, including those with SEND. Students who are already on the SEND Register when they arrive at Caludon, will initially remain on the register, until evidence has been gathered to show they no longer need to be on there. Students are identified as SEND when their progress has significantly slowed or stopped over a period of at least 2 terms and the Quality First Teaching, interventions, resources, etc we normally put in place do not enable improvement. We have specific plans /profiles which help support student development and speed up progress.
<b>What kinds of SEND do you make provision for at this school?</b>	Typically the students with SEND in our school have needs in the following areas: social and communication difficulties, difficulties with speaking and language, learning generally (especially reading and/ or writing), social emotional and mental health difficulties, and physical or sensory difficulties.
<b>How do you know if a student has SEND?</b>  <b>How will I know if my child is receiving SEND support?</b>	Our teachers, support staff and pastoral teams closely monitor the progress made by all students and ask advice from the SENDCO as soon as they have concerns about any student. The SENDCO and inclusion staff help teachers to plan activities to help the students. If these activities don't help the student to make better progress, the SENDCO might suggest temporary additional support, or ask for advice or assessment from an external specialist service. If the student still does not make improved progress, the SENDCO, form tutor or subject teacher will meet with parents/carers and student and together agree that additional SEND support will be put in place, such as a programme of intervention or an Individual Education Plan.

	As soon as your child's SEND has been identified we will contact you to discuss plans to help them progress.
<b>Where can I find information about the school SEN Policy?</b>	Our SEND/Inclusion policy will give you the information you need about how we make provision for all students with SEND. You can view this on our school website. If you would like to discuss our SEND provision or find out more, please contact our Senior Assistant Headteacher for Inclusion/SEND (Louise Graham) at: <a href="mailto:stgrahaml@caludoncastle.co.uk">stgrahaml@caludoncastle.co.uk</a> , Assistant SEND (Karen Hope) at: <a href="mailto:sthopek@caludoncastle.co.uk">sthopek@caludoncastle.co.uk</a> , Assistant SEND (Lizzie Charters) at: <a href="mailto:stchartersl@caludoncastle.co.uk">stchartersl@caludoncastle.co.uk</a> , Or our Inclusion Administrator (Gemma Brown) at: <a href="mailto:stbrowng@caludoncastle.co.uk">stbrowng@caludoncastle.co.uk</a>
<b>How do you make sure that the SEND support is helping students make good progress? How will I know that my child is making good progress?</b>	The Inclusion team will work closely with subject teachers, year teams and the Student Support Team to assess and review the progress of all students with SEND at key data points each term. We regularly review a variety of data for all students (eg; progress data, Attitude to Learning, attendance, behaviour, etc), and the impact of interventions is measured and evaluated. Subsequent interventions will then be put in place if needed. All parents receive termly reports detailing their child's progress.
<b>How do you check and review the progress made by students with an EHCP?</b> <b>How will I be involved in those reviews?</b> <b>Who else will be there?</b>	Education, Health and Care (EHC) Plans are reviewed at key points throughout the year and ahead of their review deadline. Parents/carers and key professionals involved in the plan will be invited to attend at least one formal review meeting. Prior to the meeting feedback is gathered from all school staff working with that young person. Parents/carers and students are central to the planning and intended outcomes of the plan; ahead of the meeting parents/carers and the child will be asked for their views. Parents/carers are welcome to bring a person to support them, e.g family member/ friend, parent partnership representative. However, you do not need to wait for these meetings if there is a concern, a meeting can be arranged with key staff to discuss concerns.
<b>How do your teachers help students with learning difficulties or disabilities to learn?</b> <b>How can I find out more about what my child is learning at the moment?</b>	We have high expectations for all children and young people. Our staff use our TRUE (Time, Routines, Understanding, Explanation) approach to ensure a high quality learning experience for all. All students are taught how to learn through our CODE approach – Challenge, Ownership, Dialogue, Engagement. All teaching is based on building on what your child already knows, can do and can understand. The school will put in place different ways of

	<p>teaching so that your child is fully involved in their learning. This may involve things like using a multi-sensory approach or providing adapted/scaffolded resources for your child, including use of assistive technology. The teacher will also put in place specific strategies (which may be suggested by the SENDCO or specialists from outside agencies) to enable your child to access the learning tasks.</p> <p>Teachers will have carefully checked on your child's progress, to monitor if they have gaps in understanding/learning and need some extra support in order to close the gap between your child and other students of the same age. The teacher may plan group sessions for your child with targets to help them make more progress. These group activities might be led by either a teacher or an SSM working to plans made by a teacher.</p> <p>Your child's year team can give you more information about what year groups are learning at the moment and how your child is being helped to make better progress. There is more information about the school curriculum on our website.</p>
<b>How have you made the school buildings and site safe and welcoming for students with SEND?</b>	<p>In accordance with the Disability Act, buildings may undergo 'reasonable adjustments' to ensure that they are accessible for all of our students. This is negotiated by the LA with the school. More information can be found in our <b>Accessibility Policy</b> on the <b>school website</b>.</p> <p>We have designated 'safe' supervised areas that identified students can access during break and lunch times to lessen anxiety but building and promoting confidence and friendship. Year teams and senior leaders are on duty every break and lunch.</p>
<b>Is there any extra support available to help students with SEND with their learning? How will I know if my child is getting extra support?</b>	<p>As well as adjustments made by teachers in lessons, support may be given to students in a variety of ways, ranging from access to SSMs in lessons, to mentoring and peer mentoring, and external agency liaison. Year teams liaise closely with faculties and the SEND/Inclusion Team to identify students and make referrals to relevant interventions or external agencies. Parents/ carers will be informed of any referrals made and any additional support in place.</p>
<b>What social, before and after school and other activities are available for students with SEN? How can my student and I find out about these activities?</b>	<p>Students with SEND are fully included in the vast enrichment programme, with some lunchtime activities aimed just for them. Where adjustments or specialist risk assessments are needed for a student to access an activity, the Inclusion Team and activity leaders will involve parents/ carers. This includes trips and visits.</p> <p>Year teams will regularly update parents/carers about available enrichment, as well as information being included in school newsletters and parent information evenings.</p>
<b>How does your school support students' emotional and social development?</b>	<p>Students take part in a wellbeing survey. This gives a general insight into the wellbeing of the students and their feelings towards school.</p> <p>Students can access some group work, concentrating on areas such as confidence, resilience and friendship. Referrals can be made to agencies including, counselling services, CAMHS, and child and family support. Through our Personal Development lessons, all students access</p>

	tutor mentoring and are taught statutory PSHE themes. We do respond to the needs of the individual, tailoring an individual programme of support if needed. We utilise many agencies for support if we need expertise beyond our own staff. NEED TO ADD MORE HERE.
<b>Who should I contact if I want to find out more about how the school supports students with SEND?</b>	There is a team approach to Inclusion at Caludon Castle, therefore if your child is already at Caludon then you can make contact with the year team or their form tutor. You can also contact Miss Graham (SEND/CO), Mrs Hope (Assistant SEND/CO) or Mrs Charters (Assistant SEND/CO). If your child is currently at primary school and you wish to contact Caludon Castle with regards their SEND needs then please do contact the school reception on 024 76 444822 and ask to speak to one of the SEND/Inclusion Team or email <a href="mailto:sendenquiries@caludoncastle.c.uk">sendenquiries@caludoncastle.c.uk</a>
<b>How are the adults in school helped to work with students with SEND and what training do they have?</b>	At Caludon Castle we pride ourselves on innovative and current practice. Therefore the training of all adults in the school is paramount to the success of all learners. Regular and appropriate staff training takes place, both of a generic nature and child specific. Whole staff training shares the knowledge, expertise and experience in order to gain an outstanding, consistent approach to supporting SEND learners. For example; supporting neurodiverse students or those with dyslexia. Training is delivered by experts, but who are familiar with the Caludon context, and staff welcome this. Miss Graham leads the SEND/Inclusion Team; she is part of the Senior Leadership team thus viewing Inclusion at a strategic level as well as being operationally based in the Phoenix Suite.
<b>What happens if my child needs specialist equipment or other facilities?</b>	The Local Authority provides specialist equipment such as wheelchairs/ standing frames, etc., when advised by a relevant health specialist. The school where appropriate, will seek training to use this equipment and deliver interventions as recommended by health professionals.
<b>How will I be involved with planning for and supporting my child's learning?</b> <b>Who will help me to support them at home?</b>	At Caludon Castle we value our working relationship with parents and carers; and truly believe in working in partnership to get the best possible outcomes for the students. Newsletters, target setting/ reviews, emails, texts, SEND meetings are all good ways to communicate and plan for any SEND support. The school website and VLE (Firefly) also holds key information about the school curriculum and support.

	<p>We also signpost key information about local organisations such as parent partnership who can support and advise in the home, and for any parent groups or training courses to give strategies and to provide support network.</p>
<p><b>How is my child involved in their own learning and decisions made about their education?</b></p>	<p>Students are at the forefront of everything that we do at Caludon Castle. Their views are very important to us. This takes a variety of forms;  Student voice activities, involvement in reviews and meetings, self-assessment, school council/ Phoenix club. SEND students are able to apply for positions as Student Leaders and members of any student councils or bodies. Students with an ECHP are made aware of their outcomes and targets.</p>
<p><b>Who should I contact if I'm not happy with my child's learning and / or progress?</b></p>	<p>In the first instance approaching the subject teacher or faculty leader. You could also contact the form tutor/year leader directly, or a member of the SEND Team. If your complaint is not resolved, then you can ask for a meeting in school, involving a member of the Senior Leadership Team. If you are still dissatisfied then you can request a meeting with the headteacher. You can view our complaints procedure on the school website.</p>
<p><b>Who else provides services in school for students with SEND?</b></p> <p><b>How can my family get support from these services?</b></p>	<p>Services that currently come into school to support our students are listed below, however these are not exhaustive and will change depending on the SEND cohort and students' needs.</p> <ul style="list-style-type: none"> <li>➤ Educational Psychology Service</li> <li>➤ CCT – Complex Communications Team</li> <li>➤ SEMHL – Social Emotional Mental Health and Learning Team</li> <li>➤ Sensory Support: Hearing Impairment/ Visual Impairment</li> <li>➤ Physiotherapy</li> <li>➤ Occupational Therapy</li> <li>➤ CAMHS</li> <li>➤ Counselling services</li> <li>➤ Careers support services</li> </ul> <p>Most of these services will meet with students and/or parents/carers to discuss strategies in the home and will signpost you to specific agencies for home support.  Referrals to these services usually come via the year team or SEND team or a child's GP.</p>

<p><b>Who should I contact to find out about other support for parents/carers and families of students with SEND?</b></p>	<p><b>SEND Information, Advice and Support Service (SENDIASS)</b> - formerly Parent Partnership can provide support to families they can be contacted at Limbrick Wood Centre, Thomas Naul Croft, Coventry CV4 9QX , on 024 7669 4307 . They can signpost to the appropriate family support.</p> <p><a href="https://www.coventry.gov.uk/sendias">https://www.coventry.gov.uk/sendias</a></p>
<p><b>How will you help my child successfully transition into the next year group or to another educational or employment setting?</b></p>	<p>All students will receive support, if needed, to the next phase on their learning journey. There is an extensive primary to secondary transition process, with an enhanced programme for the more vulnerable learners. All students with an EHC plan will be supported by the careers team and Prospects in making their next move. The Post 16 team support students into further education/ employment.</p>
<p><b>Where can I find out about other services that might be available?</b></p>	<p>The Coventry Local Offer website has information about the services that are available.</p> <p><a href="https://www.coventry.gov.uk/localoffer">https://www.coventry.gov.uk/localoffer</a></p> <p>You can also access the SEND and Inclusion area of our website and Firefly pages. In our half termly SEND updates and newsletters we will often signpost services and relevant information for parents and carers.</p>