CASTLE VIEW ENTERPRISE ACADEMY

INFORMATION FOR PARENTS REGARDING SPECIAL EDUCATIONAL NEEDS AT CASTLE VIEW ENTERPRISE ACADEMY

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What are Special Educational Needs?

A special educational need can be identified for a number of different reasons. For example, your child may need extra support with reading, writing, maths or behaviour. It may also be due to a disability which makes it harder for your child to use the same educational facilities that the Academy provides for the majority of pupils. Your child could have trouble with any one of the following:

- ❖ Reading, writing, maths or understanding.
- ❖ Expressing themselves or understanding what others are saying.
- ❖ Making friends or relating to others.
- ❖ Behaving appropriately in school.
- ❖ Organising themselves.
- ❖ Sensory or physical difficulty.
- ❖ ASD or ADHD.

1. How does CVEA help a pupil with Special Educational Needs?

Teaching and Learning:

Pupils learn and develop in different ways and at different rates. Teachers recognise this and use different teaching styles, resources, and plan different levels of work in the classroom to cater for the various ways pupils learn. This is called Quality First Teaching and is something the school provides for all pupils. However, many pupils, at some time in their school life, require additional support or focused help.

Extra help pupils may need within the classroom: Some pupils will receive extra support in lessons and will be assisted in completing tasks by a Learning Support Assistant (LSA) or the teacher. The adult will break the task down into smaller parts, remind the pupil of instructions, remind them of strategies to use, help them with spelling or reading as well as many other things.

Individualised Learning lessons: If a pupil has Literacy difficulties, they may receive additionalhelp in the form of attending an intervention group or individual lesson. During the lessons they will receive direct teaching to address needs, for example: phonics, handwriting, comprehension, or social skills.

Extra help outside of lessons:

Before and after the school day many pupils receive additional help outside of lessons in developing their understanding of the basic skills of reading, writing and maths. These pupils will work with an LSA, in small groups of up to six, to do additional Literacy sessions, or may sometimes work individually on computer or phonic or social skills programs. These sessions take place a number of times a week.

2. What if my child's difficulty is not related to learning?

Pupils could also experience difficulty within the school for a number of other reasons. We work with many different professionals to try to meet their needs.

These professionals could be:

❖ CAMHS worker

❖ Sensory support for children

❖ Speech and Language Therapists

❖ Physiotherapists

❖ Occupational Therapists

❖ Educational Psychologists

Where your child is having trouble developing their social skills, controlling their feelings, forming friendships or has low self-esteem, they may work with the school'strained LSAs. These sessions are once a week for twenty minutes and can involve playing games to help them develop these skills. The LSAs are also trained in how to deal with bereavement.

The SENCO and the pastoral team work closely together. This partnership emphasises the importance of each and every pupil striving to achieve their personal best. This not only relates to academic achievement but also to achieving the highest standards of behaviour.

If you have any concerns about any of the above issues, please contact your child's Head of Year or the SENCO, Ms A. Payne.

3. How are Special Educational Needs identified?

The first person to identify that a pupil has special educational needs may be:

❖ Yourself, as a parent.

❖ A subject teacher/class teacher.

❖ A Form Tutor.

❖ A health visitor.

❖ Another medical professional.

All pupils have regular academic assessments which take place each term in every subject. The teachers are constantly assessing and checking the progress of all pupils within each lesson. If it seems that your child may be experiencing difficulties, the relevant member of staff will gather information from all teachers and from yourselves.

A plan will subsequently be established to outline the support that your child may benefit from:

❖ What your child is good at and what they need help with.

❖ What your child would benefit from learning.

❖ How best to help your child learn Information about your child's targets and any extra support they receive at the Academy may be recorded on an Individual Support Plan.

Children thought to have special educational needs will be placed on the school's special educational needs register. The level of support received may change throughout a pupil's time at the Academy. Staff will speak to you if they think this should happen and will ask you for your opinion about this.

4. What is an Individual Support Plan?

An Individual Support Plan says what the school, the teachers or the LSA plan to do to help your child learn. All teachers are aware that pupils learn in different ways. Some need to work at a slower pace to ensure they fully understand before moving on to something new. An Individual Support Plan will be written especially for your child.

It will include:

❖ Short-term targets for your child linked to their needs.

❖ Details of any extra support your child will get.

You will receive a copy of the Individual Support Plan. Please feel free to contact the SEND Department about what is on the plan and how you can help your child. Where good progress is made, your child may no longer need an Individual Support Plan and may even bemoved removed from the SEN register.

5. What is School Support?

If your child is on the School Support level of support. These are some of the things you can expect from the school:

❖ Your child's subject/class teachers will be finding ways to support them in lessons such as: Changing the way lessons are planned and delivered; Matching activities to the ability / need of your child (differentiation); Adapting learning materials such as worksheets, books and activities to suit your child's needs.

❖ The teachers will work in partnership with you to find ways to support your child with their needs; including giving ideas on how you can help your child at home.

❖ The school staff will monitor your child's progress through regular assessments.

For many pupils this action will be enough to support them with any difficulties and will help them make progress. After a short time, your child may no longer require additional help, and they will be removed from the SEN register.

6. What is the next stage?

The next level means making a higher level of support available. These are some of the things you can expect from the Academy:

❖ Continuation of all help your child receives.

❖ Teachers, LSAs, and the SENCO will continue to work together to find ways to supportyour child in school.

❖ The school will seek additional advice from outside specialists such as health professionals, specialist teachers or educational psychologists who would: Carry out further assessment of your child's needs; Provide advice to the school on how to best support your child; Suggest resources that would help your child make progress.

❖ You should receive copies of any plans or reports designed to meet your child's needs.This will include the targets they are working towards, resources used, and when progress will be reviewed.

❖ Your views will be important in planning your child's education. Progress will be reviewed regularly at Parents' Evenings.

This extra support may be enough to support your child with any difficulties sufficiently to ensure that progress can be made at the Academy. A very small number of children may need further support, and the SENCO may suggest applying for a Statutory Assessment.

7. What is a Statutory Assessment?

If your child's needs are very complex and/or severe the Academy may ask the Local Authority to carry out a Statutory Assessment:

❖ This is a very detailed assessment of your child's needs. Parents, the Academy and a range of other professionals who have worked with your child will all be asked to provide written reports.

❖ At the end of the assessment phase, the Local Authority will consider the reports to help decidewhether or not to issue an Education and Health Care plan identifying areas of Special EducationalNeed.

❖ As a parent, you also have the right to ask the Local Authority to carry out this assessmentalthough it is usually best if you can do this with the support of the school.

❖ Statutory Assessment is only appropriate for a small number of students. Your child's Pastoral Teamor SEND team will be able to advise you about this.

8. What is an EHC Plan?

If the Statutory Assessment demonstrates that your child requires an EHC plan, the Local Authority will produce a detailed individual plan advising the school of what they must do to support your child.

If your child has an EHC Plan the Academy must:

❖ Hold an Annual Review Meeting to which you and other professionals must be invited.

❖ Provide your child with the full range of support specified in their plan. This usually equates to additional support that can be group or individual support. The Academy may organise this in different ways according to the needs of your child.

We appreciate that this is a very complicated process, so please seek advice from the Pastoral or the SENDteam. We hope this information has helped you to understand how Castle View Enterprise Academy supports pupils with Additional Needs. If you would like to talk to someone about your child's needs, please make an appointment to speak with the SEND department. Thank you for working with us to help your child enjoy school, enjoy learning, and reach their potential.

If you would like any support or advice about any aspect of your child's Special Educational Needs please contact Castle View Enterprise Academy- Email: enquiries@cvea.co.uk; Telephone 0191 594 6330; Contact Ms A. Payne (SENCo/Vice Principal).