



A Parent's Guide to supporting a child with learning difficulties at Castle View Academy

Your child has found aspects of learning at the academy difficult. In expressing these difficulties your child has displayed behaviour that is affecting their academic progress. At Castle View Academy, when this is acknowledged, we support your child through our SEND department.

What is SEND?

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

(Code of Practice 2014)

How do we investigate if a child has SEND?

The SEND code of practice encourages a 'graduated response' to investigating and applying interventions to support your child. This means that interventions are trialled over a period of time in a graduated manner. In assessing a child's response to intervention, a technique known as 'Assess, Plan, Do, Review' is applied. The approach is essential to successful work with children with special educational needs or possible special needs at all stages of the SEND process from raising concerns to applying for special school.

How is SEND organised at Castle View Academy?

At Castle View Academy we believe that all pupils should expect to receive an education that enables them to achieve the best possible educational and wider outcomes, and become confident, able to communicate their own views and ready to make a successful transition into adulthood. This is achieved through a 'main stream' approach.

Our graduated approach to SEND provision ensures that all teachers understand that they are responsible and accountable for the progress and development of all pupils in their class and how they access teaching assistants or specialist staff when pupils need increased levels of provision or support.

Our Approach

Four centres run a range of interventions to support pupils, as well as offering a range of training to support classroom teachers. The intervention provided takes a 3-tiered approach to supporting learning:

Universal – this is the teaching that a pupil will receive from his/her class teacher and may include some very minor adaptations to match learning needs. It also includes ensuring that all teachers are aware of how to match these learning needs, through good communication and training systems.

Targeted - it may be appropriate to consider making additional short-term special educational provision to remove or reduce any obstacles to a pupil's learning. This takes the form of a graduated four-part approach of:

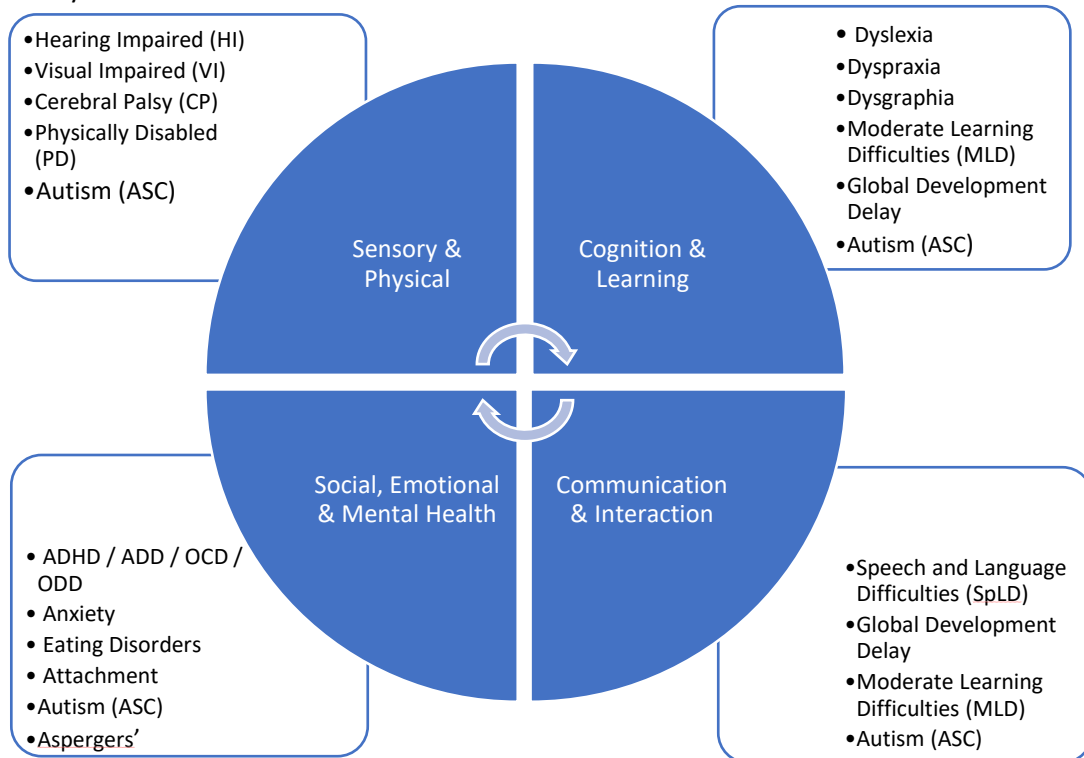
- a) assessing a pupil's needs;
- b) planning the most effective and appropriate intervention;
- c) providing this intervention;
- d) reviewing the impact on a pupil's progress towards individual learning outcomes.

Sometimes this intervention may take place outside the classroom, as a 1-to-1 or with a small group of pupils. These will be limited to a number of weeks to minimise disruption to the regular curriculum. Parents are kept informed of their child's progress towards learning outcomes.



Specialist – it may be necessary to seek specialist advice and regular long-term support from a specialist professional. Such specialists may include speech therapists or educational psychologists. Sometimes the academy will enlist the services of external professionals, such as occupational therapists, sensory advisory teachers or services provided by the Local Authority. The academy may need to prioritise referrals to these services. However, for a very small number of pupils, access to these specialists may be through an Education Health Care (EHC) Plan.

Castle View Academy’s four centres



Below are examples of some of the approaches we will implement when considering our graduated response:

Communication and Interaction

<u>Universal</u>	<u>Targeted</u>	<u>Specialist</u>
<ul style="list-style-type: none"> • Differentiated curriculum planning • In class support • In class targeted teacher support • Simplified language • Over learning key words • Use of writing frames • Use of symbols • Structured routines • Revision classes • Guided options choices 	<ul style="list-style-type: none"> • In class support form LSA on supporting speech and language • Use of ICT • Peer mentoring • Extra coursework sessions 	<ul style="list-style-type: none"> • Small group or 1 -o-1 support for language • Social Skills • Exam concessions at KS4 • Advice from EP or learning support services



Cognition and Learning

<u>Universal</u>	<u>Targeted</u>	<u>Specialist</u>
<ul style="list-style-type: none"> Differentiated curriculum planning In class support In class targeted teacher support Visual timetables Use of writing frames Access to ICT Modelling Access to homework clubs Modified curriculum pathways Revision classes Guided options choices 	<ul style="list-style-type: none"> Literacy programmes Numeracy programmes Booster lessons In class support form LSA Individualised timetable at KS4 Guided reading within lessons Supplementary coursework sessions Dyslexia Screening 	<ul style="list-style-type: none"> Small group or 1-to-1 support for literacy or numeracy Exam concessions at KS4 Advice from EP or learning support services

Social Emotional and Mental Health

<u>Universal</u>	<u>Targeted</u>	<u>Specialist</u>
<ul style="list-style-type: none"> Whole school behaviour policy used Whole school rewards policy used Group therapy Emotional First Aid Lunchtime club PSHE focussed work Modelling positive behaviour 	<ul style="list-style-type: none"> ELSA Group circle time In class support from LSA targeted on behaviour, access and safety Individualised timetable at KS4 	<ul style="list-style-type: none"> Small group or 1-to-1 support for social skills Individual counselling Learning mentor support Anger management Exam concessions at KS4 Advice from EP or learning support services Time out (time limited) BSP CAMHS

Sensory and Physical

<u>Universal</u>	<u>Targeted</u>	<u>Specialist</u>
<ul style="list-style-type: none"> Flexible teaching arrangements Staff awareness of implications of impairment Adapted resources in the classroom Access to ICT Improved accessibility 	<ul style="list-style-type: none"> Additional keyboard training Additional fine motor skills practice In class LSA support for supporting access and safety 	<ul style="list-style-type: none"> Individual support during appropriate subjects such as practical Exam concessions at KS4 Physiotherapy programme Occupational therapy Advice from EP or learning support services



As there is usually a link between learning need and behaviour, we also consider the following techniques that are implemented in partnership with your child's Head of Year.

Wave 1

- Face to face meeting with Key Stage Manager
- Parent meeting
- Regular parent contact via telephone
- Lesson observation
- Pupil questionnaire
- Peer review
- Seating plan review
- Teaching strategies review
- Positive report card
- Positive reflection diary
- Time out
- Withdrawal plan
- Risk management plan
- Homework club
- Tutor check
- Epraise rewards

Wave 2

- Successful learning plan
- Lesson observation
- Staff questionnaire
- Student questionnaire
- Teaching group analysis
- Seating plan analysis
- Teaching strategies analysis
- SEND assessment
- Parent meeting
- External assessment e.g. Education Psychologist
- Intervention groups
- Timetable reduction
- Behaviour support plan
- Peer mentor
- CAMHS referral
- Early Help assessment
- Epraise / rewards initiative

Wave 3

- English and Mathematics intervention
- Social skills assessment
- Alternative timetable
- Respite at an alternative education establishment
- ISP panel referral
- Referral to Local authority inclusion panel
- Reassessment of provision
- Managed move (Hampshire only)
- Harbour provision

Next Steps

Step 1

- Parent meeting held to discuss SEND investigation and to agree on graduated response (Stage 1)

Step 2

- Investigation begins - student learning plan is created to document the investigation. Parent commitment defined

Step 3

- Feedback from investigation discussed and plan agreed / implemented

Step 4

- Parent meeting held to discuss plan, review targets and refine approach