

## Introduction

Our 'Special Needs Information Report' is designed to help parents and carers find out how we cater for children with 'Special Educational Needs and Disabilities' (SEND) at Castle Hill Infant School. We regard a child with a 'Special Educational Need and Disability' (SEND) as one who requires a consideration which is 'additional to, and different from,' their peers, in order to make appropriate progress with their learning. We hope you will find the information you need in the report but please contact the school if you have any questions.

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## 1. What is Castle Hill Infant School like?

Castle Hill School is a mainstream setting where staff value all pupils equally and support all children to be fully included in all activities. Within the school, staff are involved in the best ways to support all pupils' needs. There is a flexible approach to learning styles and organisation in every classroom in order to best support all children's needs. Children with SEND will be able to engage in a variety of classroom activities with children who do not have SEND both in curricular and non-curricular sessions. Activities may be adapted or planned separately as appropriate.

Castle Hill Infant School is a caring and inclusive school, which values the ability and achievement of all its pupils. We are committed to making the curriculum accessible to all pupils through high quality teaching, which meets the needs of all children through the use of varied approaches.

We fully recognise our responsibility to safeguard and promote the welfare of children at our school, and that children are unique and learn at different rates. Many factors affect attainment, progress and overall achievement but a child who has SEND will need support that is **'in addition to or different from'** the other children in his or her year group. This additional support may be short or long term because he/she has:

- ❖ learning difficulties - in acquiring basic skills in school
- ❖ emotional and/or social and/or mental health difficulties - making friends or relating to adults or behaving properly in school
- ❖ specific learning difficulty - with reading, writing, number work or processing information
- ❖ sensory or physical needs - such as a physical, hearing or visual impairment, which might affect them in school
- ❖ communication problems - in expressing themselves or understanding what others are saying. This would include children on the autistic spectrum.

## 2. How does the school know that children may have special educational needs and/ or disabilities?

At Castle Hill, children may be identified as having SEND in a variety of ways. For example:

- ❖ Previous school or pre-school passing on information
- ❖ Concerns raised by parents/ Carers raised by parents
- ❖ Concern raised by the class teacher about progress, behaviour or self-esteem
- ❖ Looking at the child's performance - are they in line with expected age outcomes?
- ❖ Liaison with outside agency i.e. speech therapist, paediatrician, physiotherapist
- ❖ Results of screening tests - spelling, reading, Language links screening, Thrive, DEST etc

### 3. What can I do if I think my child may have additional needs or I have concerns?

If you have a concern about your child, you should contact your child's class teacher as early as possible as the class teacher will have detailed knowledge of your child and how they learn. If further action is required, the teacher will have a discussion with the SENCo. Then there will be a conversation with parents to feedback the findings and discuss the next steps. An appointment can be made with the SENCo by calling the office who will take a message for you to be called back.

### 4. How will I know how well my child is doing and how will you help me to support my child's learning?

- ❖ We offer an open door policy where you are welcome any time to make an appointment to meet with either the class teacher or SENCo and discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home
- ❖ We believe that your child's education should be a partnership between parents and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs
- ❖ We use a homework diary and this can be used as a two-way method of communication between home and school. For some children, and in discussion with parents, we may use a dedicated home-school diary
- ❖ If your child is on the SEND register they will have a Personal Learning Plan (PLP) which will have individual / group targets. This is discussed on a termly basis. The targets set are SMART (Specific, Measurable, Achievable, Realistic, Time scaled) targets with the expectation that the child will achieve the target by the time it is reviewed. Parents may request to be involved in the planning of the PLP with the SENCo and class teacher
- ❖ If your child has complex SEND they may have an Education Health Care (EHC) Plan, which means that a formal assessment will take place to discuss your child's needs, identify provision and progress will be reviewed on an annual basis
- ❖ The school has parent's evenings in the Autumn and Spring terms. A third parent's evening is offered in response to annual reports in the Summer term
- ❖ The school has a Parent Support Advisor (PSA) who works either one-on-one with parents or in groups on a range of issues and can also signpost parents to a range of services

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

- The school uses a number of measures to look at the progress of all children.
- ❖ As a school we measure children's progress in learning against National expectations and age related expectations
  - ❖ The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's progress from entry at Year R through to Year 2, using a variety of different methods including the Early Years

Foundation Stage (EYFS) development goals, National Curriculum expectations, standardised scores and Reading and Spelling ages

- ❖ Children who are not making expected progress are picked up through termly review meetings with the class teacher and Head teacher. In this meeting a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their progression. If your child is discussed at one of these meetings parents will be informed
- ❖ When the child's PLP is reviewed comments are made against each target to show what progress the child has made. If the child has not met the target, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to ensure the child does make progress

## **6. How will the school support my child?**

- ❖ The class teacher and the SENCo oversee all support and progress of any child requiring additional support. Together they will decide on possible programmes to accelerate learning
- ❖ The class teacher is responsible for overseeing the planning and work for all children in the class, including those with SEND. The class teacher is responsible for ensuring that progress is being made in every area, and that this is tracked and recorded
- ❖ The school has an experienced team of Learning Support Assistants (LSAs) who regularly work with different children and are directed by the class teacher. This support is usually given within the classroom on an individual or group basis. Any support given to a child will be explained to the parents when the support starts. The class teacher will regularly evaluate the impact of any extra support
- ❖ The regularity of support given will depend entirely on the specific needs of the child

## **7. How are the governors involved and what are their responsibilities?**

- ❖ Governors meet formally 5 times a year to discuss matters of importance relating to many different aspects of the school and are involved in the writing of policies
- ❖ One of the governors is responsible for SEND and meets regularly with the SENCo, in addition to regular meetings between the SENCo and Chair of Governors. They then report any relevant information back to the full governing body
- ❖ The governors agree priorities for spending within the SEND budget and monitor the progress of this group of children, to ensure that all children receive the support they need in order to make progress
- ❖ The governors are made fully aware of the Confidentiality Policy held in school and adhere to this in their role
- ❖ Governor Reports regarding SEND provision are made available to parents via the Governors section of the website under 'Governor Reports'. Your feedback on these and any other reports/information on the website is valued: please use the feedback form under 'Contact Us'

**8. How will the school share information with me?**

Castle Hill Infant School shares information with parents in a number of ways:

- ❖ General information about day-to-day activities that the children are involved in is available on the school website
- ❖ Information is also sent out by each class about forthcoming topics and events
- ❖ School newsletters
- ❖ We also use a parent mailing (text or email) system to remind you of forthcoming events or emergency information - please ensure you notify the office of any contact detail changes
- ❖ The school also values regular contact with parents and carers and has an 'open door' policy which means that parents can meet with teachers at short notice after school

If there is a specific issue regarding your child we may phone, write or email you on an individual basis or speak to you face to face whenever possible.

**9. How will the school match the curriculum to the needs of my child?**

Castle Hill Infant School offers a broad and balanced curriculum to meet the needs of all children through quality first teaching. The National Curriculum skills, concepts and knowledge are taught through integrated projects. The learning opportunities children experience are differentiated and tailored to suit their needs, however, the curriculum could be adapted depending on the specific needs of the children in the class. The learning could be differentiated by:

- ❖ task (by being given a different activity to complete),
- ❖ the level of support a child receives during the lesson (from an adult or his/her peers)
- ❖ outcome (the amount of work expected to be completed by the end of the lesson)

Using a variety of types of differentiation enables all children to learn and achieve in a way that best suits their own learning style.

**10. How will the school decide what and how much extra support my child needs?**

Different children will require different levels and types of support to help them either 'bridge a gap' in their learning, or overcome a barrier to their learning. The support a child receives will be monitored carefully to ensure it is effective and addresses the need whilst continuing to maintain independent thinking and learning. Any lack of progress identified at regular reviews of the support or intervention will result in further investigation and a change of provision where necessary. If appropriate further support and advice is invited from relevant outside agencies.

Specific and recognised techniques are used in Literacy (for example, Accelerated/Acceleratewrite, Paired Reading, Precision Teaching and the 5 minute Box) and Maths (for example, Maths Box)

to help SEND children get the best possible access to their learning, assisted by teachers and highly skilled Learning Support Assistants.

If your child is placed on one of these interventions, the class teacher can explain them to you in more detail so that you can support your child's learning at home.

## 11. How are resources allocated to match the needs of children?

We ensure that the needs of all children with SEND are met to the best of the school's ability with the funds available. The budget is allocated on a needs basis. The children who have the most complex needs are given the most support often involving a Learning Support Assistant (LSA). We have a team of LSAs to provide in class support and deliver programmes designed to meet groups of children's needs. Subject to individual needs, the school will seek advice from, or liaise with, professionals from a range of outside agencies including the Speech and Language Therapy (SALT) service, Occupation Therapy (OT) service, Educational Psychologists (EP), Child and Adolescent Mental Health Service (CAMHS) etc.

## 12. How will the school ensure that my child is included in all aspects of school life?

At Castle Hill Infant School, we believe that all pupils and members of staff should have the opportunity to fulfil their potential whatever their background, identity and circumstances

- ❖ Detailed risk assessments are carried out before any school trip is carried out and any children with particular SEND are thought about carefully within this
- ❖ Where a need is identified, appropriate adaptations, resources and expertise are put into place
- ❖ Risk assessments are evaluated and must be approved by the Education Visits Coordinator and the Health & Safety Governor to check that the risks are low enough for the trip to be viable
- ❖ Inclusion across the curriculum means that the school strives to include all children in every activity including any after school or extra curricular activities

## 13. How will school support my child's overall well-being?

The ethos of the school is one which cherishes the individual and with the belief that self-esteem and well-being are key if children are to make the most of the learning opportunities available to them at school. The class teacher has overall responsibility for the children's physical and emotional care, however there are specific arrangements to support a child's well-being at the school.

- ❖ Thrive Approach
- ❖ First Aiders -staff are trained in first aid and a member of staff is always on duty at break times and lunch time
- ❖ Teachers operate an 'open door' policy for children as well as parents and children know to talk to their teacher if they have any concerns

- ❖ Each classroom has an emotions board and special time request boards. These are monitored by class teachers and children are given the opportunities to discuss emotions and any issues/ worries that they have
- ❖ The school has a policy regarding the administration and managing of medicines on the school site which can be accessed through the school office
- ❖ Parents need to contact the admin office if medication is prescribed by Health Professionals to be taken during the school day
- ❖ On a day-to-day basis the admin staff generally oversee the administration of any prescribed medicines
- ❖ As a staff we have regular training and updates of conditions and medication affecting individual children so that all staff are able to manage medical situations
- ❖ All staff are trained to administer asthma inhalers and Jext pens

If necessary other systems of support are organised to meet specific needs - e.g. pastoral, medical, social support etc.

#### **14. What training have the staff supporting children with SEND had or are currently having?**

- ❖ Staff have regular training (both internal and external) relating to specific SEND matters and to first aid and emergency paediatric care
- ❖ A strategic plan to identify needs of whole school training is in place
- ❖ The SENCo attends regular meetings with other SENCos from the local cluster of schools
- ❖ Outreach opportunities are in place to support specific members of staff in their role
- ❖ Thrive Practitioners have annual continued professional development

#### **15. How accessible is the school environment?**

- ❖ Castle Hill Infant School is all on one level and is therefore fully accessible
- ❖ There is a path with no steps to access the playground and there is accessibility through both the front and rear entrances to the school
- ❖ Each classroom has an external door which is used as a fire exit. These exits have a small step
- ❖ There is a ramp on one of the fire exits leading out of the hall
- ❖ We have an accessible toilet within the school
- ❖ Where there are constraints everything possible is done to remove them for children/adults who may need it
- ❖ The car park outside the front of the school has designated disabled parking

Castle Hill Infant School has an accessibility statement in the 'Equality and Inclusion' Policy, available to parents and carers via the school website.

#### **16. How will my child be able to contribute their views and how will these views be taken into account in planning next steps at school?**

Children are encouraged to reflect on their learning and targets in a simple way from reception year onwards so that they gain the skills to think about what they have done well and what they would like to improve. Children communicate their reflections in a number of ways according to the class they are in and the stage they are at - adults in school review these comments and they contribute to planning next steps.

Other examples of how children share their views include:

- ❖ Pupil interviews
- ❖ School Council
- ❖ RR steering group
- ❖ Eco Team
- ❖ Circle Time

For children with special educational needs there will be additional opportunities to share their views including:

- ❖ Meetings with the SENCo or key person
- ❖ Prior to an Annual Review or Inclusion Partnership Agreement meeting if appropriate
- ❖ Discussing strengths and areas to develop for Personal Learning Plans

## **17. What specialist services and expertise can be offered by the school?**

The school has a range of experienced and qualified staff who support the wider school team by delivering training and providing advice on meeting a range of needs. SENCos in the local area meet regularly to share expertise and develop the way we work together. Where more specialist guidance may be required, we may, where appropriate, consult colleagues either from the local authority advisory teams or from other specialist settings to support the work we do, this may include:

- ❖ School Nurse
- ❖ SENDIASS
- ❖ Educational Psychologist
- ❖ Speech and Language Therapist
- ❖ Child and Adolescent Mental Health Services
- ❖ Admission Team
- ❖ Designated Safeguarding Lead
- ❖ Social Services

## **18. How will school prepare and support my child in joining the school or moving to a new school?**

The majority of children join Castle Hill Infant School in Early Years and leave at the end of Year 2, however there are clear procedures in place to support transition in or out at other times.

- ❖ Transition arrangements are made with previous schools/nurseries and new schools, where information and records are shared
- ❖ Social stories/Photo books may sometimes be used
- ❖ Visual timetables may also be used to support transition

- ❖ Transition days are spent at junior schools for Year 2 pupils in the summer term
- ❖ Children new to the school are 'buddied' up with a child in their new class to help them to settle in
- ❖ Transition Partnership Agreements may be put into place
- ❖ Home visits are made to children by the class teacher and an LSA prior to starting in Early Years
- ❖ Home visits will be made to children starting new to the school in Year 1 or 2. They will be made by the Deputy Head or class teacher and Parent Support Advisor (PSA)
- ❖ Induction visits/ evenings are planned in
- ❖ Where a statement or Education Health Care Plan is in place, the Annual Review process ensures that all parties involved have an input and agree any necessary action, which is then put into being to facilitate a smooth transition.

## **19. What steps do I take if I have a concern or need further information?**

If you have any questions or concerns your first point of contact should be to speak informally to the class teacher. The SENCo can be contacted after this, should the need arise. The SENCo, Mrs Emma Fitzpatrick, can be contacted through the school office or by e-mail [sen@castlehill-inf.hants.sch.uk](mailto:sen@castlehill-inf.hants.sch.uk).

Please see the school's complaints procedure policy for further information. This can be obtained from the school office.

## **20. Where can I get further information about services for my child?**

As part of Hampshire County Council, the Hampshire Local Offer should be your first point of reference for any further information. This can be found at: <http://www.hantslocaloffer.info>

## Glossary

	<b>Stands for....</b>	<b>Means.....</b>
PBS	Primary Behaviour Service	The Primary Behaviour Service works to support children with behavioural, emotional and social difficulties in primary school and on transition from primary school to secondary school.
CAMHS	Child and Mental Health Services	Specialists who assess and advise to help children with their mental health issues.
COP	Code of Practice	The legal document which outlines how children and young people with SEN from 0-25yrs should be supported in their journey through school and college.
CYP	Child or young person	Used in the Code to mean child or student/pupil.
EP	Educational Psychologist	Specialists who help solve problems with staff and suggest strategies to support children in school.
EHC Plan	Education Health Care Plan	This will gradually replace existing SEN 'statements'. New assessments will now result in an EHC plan.
IPA	Inclusion Partnership Agreement	A Hampshire initiative to support children and young people who do not have a statement but may need regular review and planning.
IPSEA	Independent Parental Special Education Advice	IPSEA is a national charity providing free legally based advice to families who have children with special educational needs.
LSA	Learning Support Assistant	Adults who work with teachers and children to support children with SEN or who need extra support.
OT	Occupational Therapy	Specialists who assess and advise to help children to adapt and manage everyday situations and environments.
SENCO	Special Educational Needs Co-ordinator	A person who manages both the overview and day to day running of special needs in a school.
SALT	Speech and Language Therapy	Specialists who assess and advise to help children with their speech and/or language.

# Castle Hill Infant School Special Educational Needs Information Report

Autumn  
2025

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SEND	Special Educational Needs and Disabilities	Children who have a need which requires support which is additional to or different from the rest of the peer group.
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A 'jargon buster' and information leaflets are available on the Support 4 Send website <https://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/specialneeds/support4send>