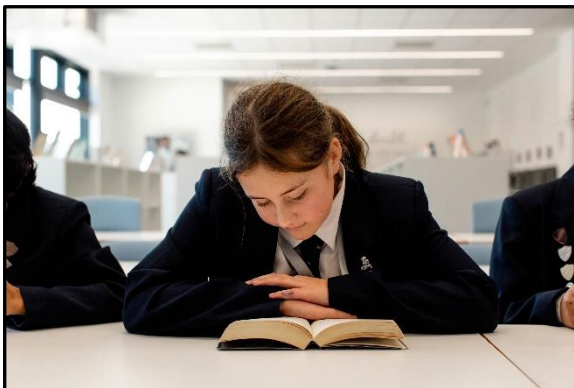




CASTLE MEAD
ACADEMY

A Parent's Guide to Learning Support

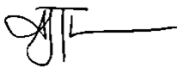


Dear Families,

We are delighted to be working with you and your child over the next five years and would like to take this opportunity to introduce you to the Inclusion Team here at Castle Mead Academy.

At Castle Mead Academy we are an ambitious and inclusive academy which challenges each member of its community to excel. We are proud to serve a uniquely diverse community with a city-wide catchment. Through our vision and values, we are working together to provide an excellent secondary education to inspire our young people to be the best that they can be. This is so that they become successful, well rounded and confident members of the community. We will support all scholars to achieve their best, irrespective of ability or background.

The aim of this booklet is to inform you about the different services and provision we have to support scholars and ensure you know our key staff. Please read this in conjunction with our SEND Policy and SEND Report (both of which can be found on our school website), and if you have any further questions or queries, please do not hesitate to contact me via SEND@castle-tmet.uk.



Mrs Amy Turner

SENDCO

Key Members of Staff



Mrs Turner
Special Educational Needs
Co-ordinator (SENDCO)



Mr Shooter
Assistant SENDCO



Miss Goodwin
SEND Administrator



Mrs Lander
HLTA: SEMH and ELSA



Miss Clarke
HLTA: Literacy and Reading



Mrs Ludlam
Reading Recovery Teacher



Mrs Hopkins-Ganesh
Key Worker



Mrs Shukla
Key Worker



Miss Ebrahim
Key Worker



Mrs Mumford
Key Worker

Miss Stringer
Key Worker

Ms Ntapa
Key Worker

Whole Academy Support

Every day at Castle Mead Academy we are working towards Growing a Community of Excellence. From the moment a scholar arrives at Castle Mead Academy we ask them to live “The Castle Credo” and it permeates all that we do:

1. Be Kind: we aim to develop respectful, tolerant scholars who are kind to everyone.
2. Work Hard: we promote learning for its own sake and the power it gives us to shape our destiny for the betterment of ourselves and the world.
3. Build Your Character: we want our scholars to develop more than just academic excellence whilst they are at Castle Mead Academy. We want them to use their leadership skills, sporting talent, musical or dramatic ability, raise money for charity and challenge themselves through our Castle Character Time electives.

All of these develop a whole range of skills, which will help our scholars both to find rewarding jobs and to thrive more generally in later life.

Teaching at Castle Mead Academy

The 2014 Code of Practice states:

All pupils should have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious.

Our primary intention, where possible, will be for SEND scholars to access the full curriculum in mainstream lessons. This is our ambition; we are unequivocally ambitious for our scholars and believe the best place for them to learn is in a classroom with a highly qualified subject specialist. There they can learn from our knowledge-rich curriculum and build their character. Our Professional Learning (PL) time and Expert Practice for all teaching staff ensure that our scholars are receiving high quality teaching which is matched to the needs of the learners in front of them.

The SENDCo will identify the support we can offer the scholars (including necessary reasonable adjustments, as outlined in the SEND Code of Practice). At CMA we then empower teachers with the responsibility of supporting these scholars in lessons to learn well.

We promote independence of our SEND scholars, rather than allowing them to develop dependency on Teaching Assistants for their learning in lessons.

The Learning Support Team

Alongside the SENDCO and Assistant SENDCO, we have a team of High-Level Teaching Assistants (HLTAs) and Key Workers who are at the heart of the provision for scholars with Special Educational Needs and Disabilities.

Your child will be allocated a member of the team to be their 'Key Worker'. They will be a main point of contact for the scholar, staff and most importantly the families and carers of our young people.

They will work with you to create an individualised 'Scholar Passport' which will be shared with all members of staff to help support your child to fulfil their potential in lessons. This is a working document that will be reviewed with you within part of our review cycles.

The team bring with them a plethora of skills in a variety of different needs and as such provide research-informed interventions to enable scholars to access their knowledge-rich curriculum lessons. In addition to this they are able to provide bespoke provision such as meet and greets, personalised resources and check-ins to ensure scholars are ready to learn for the day.

Learning Support also supplement the curriculum offer with multiple reading catch-up programmes. All scholars in the school complete reading age placement tests at least annually, and will then be placed on highly structured, research-informed courses that enable scholars to catch up rapidly enabling them to become proficient in reading and writing.

Assess, Plan, Do, Review Cycle

For scholars who are identified as requiring support which is ***additional to, or different from*** that of the majority, this will be put in place using the following principles:

- **Assessment of need** through school-based procedures (using external agencies where appropriate).
- **Planning** an appropriate intervention to support the identified needs
- The intervention will **run for a specific amount of time**. It could be 1:1 or it could be through a small group.
- **Review the outcomes**, celebrate the success and/or plan the next level of support required.

SEND Provision

Below are some of the types of provision, which will be considered to put in place, to meet needs alongside our high-quality teaching. This list is fluid, based on the needs of our current scholars, and is by no means exhaustive:

- Emotional regulation
- On-site ELSA and Hygge Room
- Nurture lunch group
- Lego Therapy
- Small group teaching across the curriculum
- Pastoral Support
- Mentoring
- Aspire Coaching
- Homework Support
- Phonics Reading Programmes
- Switch-On Reading Catch Up
- Handwriting Support
- Motor Skills Support
- Draw and Talk
- Mental Health Practitioner



In addition to the in-school interventions we access advice and support from a range of professionals including:

- Education Psychology Service
- CAMHS – Child and Adolescent Mental Health Service
- ADHD Solutions
- Speech and Language Therapy
- Vision Impaired (VI) Service
- Hearing Impaired (HI) Service
- Counselling
- School Nurse
- Early Help – single point of contact for social care needs
- Occupational Therapy
- Learning, Communication and Interaction (LCI) Team



The SEND Register

The CMA entitlement begins with high quality teaching for **all** scholars. Teachers are responsible for making appropriate adjustments for students identified with SEND. Information is shared with staff about learners with identified areas of need.

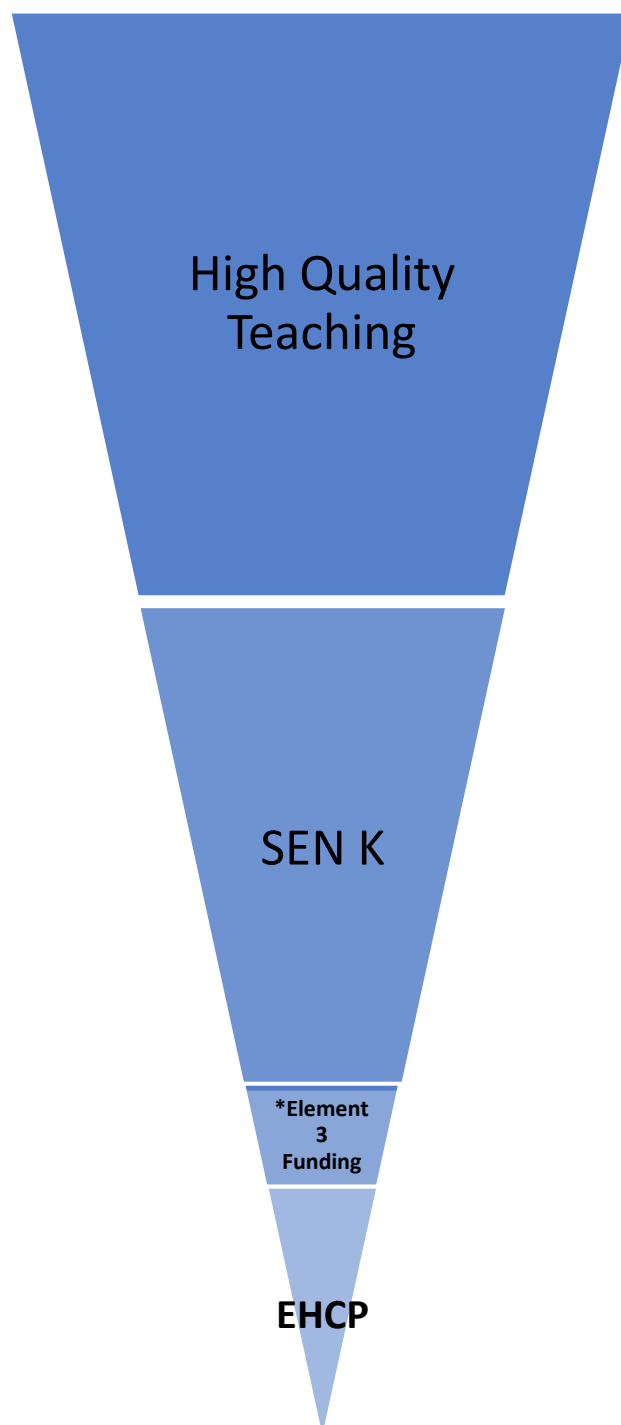
Where there are concerns about progress a referral is made to the Learning Support Team.

Some scholars will need additional targeted support, which is different from or additional to the support provided to most scholars at Castle Mead. This may look like additional intervention for reading, spelling, handwriting, social skills, mentoring or a number of other offers.

At this point if a SEND need has not been identified we *may* wish to investigate whether SEND Support is required. Where this is agreed, a scholar passport will be created; involving parents/carers and scholars

A small number of scholars may continue to need additional and different support, which is increasingly personalised. It is likely that these scholars will have more complex, ongoing needs and may require an Education, Health and Care Plan (EHCP).

*Please note that funding is not linked to the EHCP and we may decide, based on level of provision required to apply for funding for our SEN K scholars without an EHCP, where there is a high level of need.



Frequently Asked Questions

How will I know if my child is receiving additional support?

You will be contacted by a member of the team to discuss appropriate interventions or support that we believe would benefit your child. You will be involved throughout including progress discussions and if we feel that support is no longer needed.

Who should I contact if I have worries about my child's progress or feel they need more support?

Your child's key worker or form tutor would be your first point of contact. Form tutor email addresses are found in the parent handbook, and your child's Key Worker will be in touch during the first week of term to introduce themselves. However, you are welcome to address any concerns via the school email address info@castle-tmet.uk and our admin team will point them in the right direction.

Will my child always be on the SEND register?

This is a difficult one to answer, as it will depend on your child's need and progress they make over time. However, the SEND register is a fluid document and if we feel your child no longer needs that 'additional to or different from' support we will move them off the main register and continue to closely monitor them. Likewise, a scholar who isn't on the SEND register when they move to us may demonstrate additional need over time and we would then look to provide that support and place them on the register whilst they are receiving that support.

How will my child be supported through transition?

As part of our transition process, the SENDCO liaises with all primary schools to gather information on scholars already identified. We then ensure that all necessary arrangements are put in place for when the student starts in Year 7, including visits to them at primary school where possible and additional time here at Castle Mead Academy.

All key workers will be allocated a group of year 7 scholars prior to transition day. They will be in touch with information about themselves and you will have an opportunity to meet with them to discuss your child. They will support the upcoming year 7 scholars during transition events and also invite you in for an additional look at the school to help alleviate any concerns relating to your child and how their specific needs will be met.

Parents are also invited into school in the Autumn Term for their first review meeting with their Key Worker to discuss how the scholar has settled, their needs and the support being given.

How will my child be involved in their own learning?

Scholar involvement in their learning is crucial. Those scholars receiving support will have termly reviews with a named Key Worker where they can share knowledge about their own needs and their views sought about what sort of help they would like to have to achieve the desired outcomes for them. Those scholars with an EHCP will have an annual review, where they will contribute their views.