



### Introduction

Castle Academy is committed to providing an appropriate and high quality education to all the children attending our Academy. We believe that all children, including those identified as having special educational needs and/or disabilities (SEND) have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and that they are fully included in all aspects of school life. Castle is committed to promoting inclusion and removing barriers to learning and our school environment enables all children to have the opportunity to flourish and feel safe. At Castle we have a graduated approach to SEND, ensuring early identification of needs and a continuum of support for children to enable them to make progress. By regularly reviewing children’s progress across the curriculum, we can enable suitable provisions to be put in place that create the best impact for our children.

Please refer to our Equalities policy and Special Education Needs and Disability policy, which outline the purpose, nature and management of special educational needs within our school. <https://castle.emat.uk/key-information/statutory-information/trust-policies>

### Inclusion Team

			
<b>Dan Lugg</b> Head of School DSL	<b>Tim Hallis</b> Inclusion Lead, SENDCo DSL	<b>Emma Smith</b> Deputy DSL Children’s worker	
			
<b>Debbie Smith</b> Speech and Language assistant	<b>Bryony Nester</b> Speech and Language assistant	<b>Stephanie Singlehurst</b> Attendance officer	<b>Loise Benta</b> Family Support Worker

### Definition of Special Educational Needs and Disability

The Code of Practice (Jan 2015) states that a child or young person has SEN 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.

A copy of the DfE SEND Code of practice can be accessed on the link below:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND Code of Practice January 2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

### **What is the Local Authority Local Offer?**

The *Children and Families Act*, enacted in 2014 requires Local Authorities to publish, and keep under review, information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is the 'Local Offer'.

The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

The Northamptonshire Local Offer can be accessed at:

<https://www.northamptonshire.gov.uk/councilservices/children-families-education/send/local-offer/Pages/default.aspx>

Children First Northamptonshire can cater for different needs. If you need this information in a different format then email them at [localoffer@northamptonshire.gov.uk](mailto:localoffer@northamptonshire.gov.uk) or complete the online form.

### **What is the SEND Information Report?**

The SEND Information Report uses the LA Local Offer to meet the needs of pupils with SEND as determined by school policy, and the provision that the school is able to meet.

### **What kinds of special educational needs might children have?**

Special educational needs and provision can be considered as falling under four broad areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical

### **Communication and Interaction**

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with an Autism Spectrum Disorder, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, social interaction and imagination, which can impact on how they relate to others.

### **Cognition and learning**

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

### **Social, Emotional and Mental Health (SEMH)**

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety

or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

### **Sensory and/or Physical**

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties, which makes it even more difficult for them to access the curriculum or study programme than for those with a single sensory impairment.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

### **Who are the best people to talk to in this school about my child's difficulties with learning/ special educational need or disability (SEND)?**

#### **The Class Teacher**

Responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and letting the Special Education Needs/Disabilities Co-ordinator (SENCO) know as necessary.
- Writing Individual Education Plans (IEPs) and sharing and reviewing these with parents/carers at least once each long term and planning for the next term.
- Personalised teaching and learning for your child as identified on the school's provision map.
- Ensuring that the school's Inclusion Policy is followed in their classroom and for all the pupils they teach with any SEN.
- Overseeing support that TAs provide for your child.
- Ensuring that you are involved in supporting your child's learning.

#### **SENCO: Mr Tim Hallis**

Responsible for:

- The leadership and professional guidance to staff in the school and will work closely with staff, parents and carers, and other agencies to provide information, support and advice.
- Co-ordinating all the support for children with special educational needs or disabilities (SEND).
- Overseeing the day-to-day operation, developing and reviewing the school's SEN policy.
- Advising on a graduated approach to provide SEN support.
- Promoting person-centred, inclusive, practice in which the interests and needs of pupils with SEN and/or disabilities are at the heart of everything that they do.
- Being aware of the provision in the Local Offer and be able to work with professionals providing a support role to the family to ensure that children with SEN receive appropriate support and high-quality teaching, make at least good progress and achieve good outcomes.
- Liaising, and being a key point of contact, with all the other professionals who may be coming into school to help support your child's learning, e.g., Speech and Language Therapy, Educational Psychology.
- Updating the school's SEN register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept.
- Liaising with the relevant designated teacher where a looked after pupil has SEN
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaising with potential next providers of education to ensure a young person and their parents are informed about options and a smooth transition is planned.
- Working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

Ensuring that you are:

- Involved in supporting your child's learning
- Kept informed about the support your child is getting
- Involved in setting clear outcomes and reviewing how they are doing.

School contact telephone number: 01604 638679

School email address: [tim.hallis@castle.emat.uk](mailto:tim.hallis@castle.emat.uk)

### **Headteacher: Mr Dan Lugg**

Responsible for:

- The day-to-day management of all aspects of the school; this includes the support for children with SEND.
- The Head teacher will give responsibility to the SENCO, Inclusion lead, senior leadership team and class teachers, but is still responsible for ensuring that your child's needs are met.
- The Head teacher will make sure that the Academy Trust (EMAT) is kept up to date about issues relating to SEND.

School contact telephone number: 01604 638679

School email address: [daniel.lugg@castle.emat.uk](mailto:daniel.lugg@castle.emat.uk)

### **SEND governor**

Responsible for:

- Working with the headteacher and the SENCO to ensure that all children with SEN are catered for and that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Understand and meet their statutory responsibilities towards children and young people with SEN and/or disabilities.
- Promote improvement in teaching and learning to identify, assess and meet the needs of children and young people with SEN and/or disabilities, within a person-centred approach.

### **How are children with Special Educational Needs identified and assessed?**

At Castle Academy children are identified as having SEND through a variety of ways including the following:

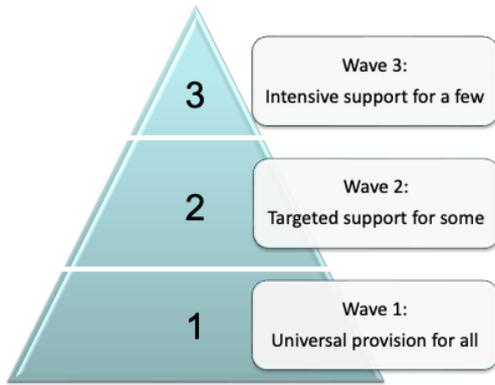
- Liaison with the previous educational setting
- Tracking information – is the child performing below age expected levels?
- School based assessments carried out initially by the class teacher
- Further school based assessments carried out by the SENCO where concerns raised
- Concerns raised by parents
- Concern raised by school staff
- Liaison with external agencies
- Health diagnosis

### **What are the different types of support available for children with SEND in our school?**

#### **EMAT Waves of Provision Model for Castle Academy**

“High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this.”

(SEND Code of Practice, 2015)



The Waves of Provision model is a conceptual framework that supports our planning of provision for pupils across EMAT.

### **Wave 1. Class teacher input, through targeted classroom teaching**

#### **(Quality First Teaching).**

For your child this would mean:

1. That the teacher has the highest possible expectations for your child and all pupils in their class.
2. That all teaching builds on your child's prior knowledge.
3. That different ways of teaching are in place, so that your child is fully involved in learning in class. This may involve things like using more practical learning through manipulatives/resources or accessible visuals such as working walls.
4. That specific strategies and reasonable adjustments (which may be suggested by the SENCO) are in place to support your child to learn.
5. Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

#### **Wave 2. Targeted, specific group work**

Intervention programmes which may be:

- Run in the classroom or a group room/area.
- Run by a teacher or a teaching assistant (TA).
- Run by a member of the inclusion team.

#### **Specialist groups run by outside agencies, e.g. Speech and Language therapy**

This means a pupil has been identified by the Speech and Language Team/SENCO/class teacher as needing some extra specialist support in school from a professional outside the school.

This may be from:

- Health services such as occupational therapists, speech and language therapists or physiotherapists
- Sensory support services such hearing or visual impairment specialist teachers
- Outside agencies such as the Education Psychology Service

What could happen:

- You will be asked to give your permission for the school to refer your child to a specialist professional, e.g. a Speech and Language Therapist or Educational Psychologist. This will help you and the school to understand your child's particular needs better and be able to support them more effectively in school.
- If appropriate, the specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.

#### **Wave 3. Specified Individual support**

This type of support is available for a very small number of children whose learning needs are severe, complex and lifelong.

This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing, a particularly high level of individual or small-group teaching which is personalised and different to the whole school curriculum offer.

Your child is likely to also need specialist support in school from professionals outside of the school for example the educational psychologist or health professionals.

For your child this would mean:

- The school (or you) can request that Local Authority Services carry out a statutory assessment or Education, Health and Care assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- After the request has been made to the 'Panel of Professionals' (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current support.
- After the reports have all been sent in, the Panel of Professionals will decide if your child's needs are severe, complex and lifelong. If this is the case, they will write an Education Health Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.
- The EHC Plan will outline how many hours of additional support your child needs. It will also outline how the support should be used, and what strategies must be put in place. It will also have long- and short-term goals for your child.
- An additional adult may be used, at points throughout the day, to support your child with whole class learning, run individual programmes or run small groups including your child. Other resources may also be secured through funding but this is a collaborative decision involving education or health care professionals and yourself.

We work alongside the following agencies:

- Educational Psychology Service
- Sensory support for children with visual or hearing needs
- Parent Partnership Service
- NHS community school nurse
- Multi-agency safeguarding hub (MASH)
- SALT (Speech and Language Therapy)
- Virtual School (Educational Support for Looked After Children)
- School Nurse
- Occupational Therapy
- Physiotherapy
- CAMHs (Child and Adolescent Mental Health)
- Paediatricians (Community Child Health)

### **Pupil Passports**

Students with a greater level of SEN need will have a pupil passport that is reviewed at least every year. This identifies the following things:

- Student details
- What people like and admire about me and what I admire about myself
- What makes me happy
- How I want to be supported (including my difficulties)

### **Individual Education Plans (IEPs)**

Students on the SEND register will also have an individual education plan (IEP) that will be reviewed at least termly. These plans include the graduated approach:

#### **Assess**

- Identifying areas of strength
- Identifying areas of concern
- Reasonable adjustments that need to be planned for by teachers and staff

#### **Plan**

- For identified areas of concern ensuring that their targets, outcomes and strategies to address these and the identified staff that will action these.

#### **Do**

- The plan is shared and identified actions are implemented.

#### **Review**

- The learning plan is reviewed the following term, or before if necessary to measure impact of interventions and support.

### **How can I let the school know that I am concerned about my child's progress in school?**

- If you have concerns about your child's progress, you should speak to your child's class teacher initially.
- If you continue to be concerned that your child is not making progress, you may speak to the SENCO or head.

### **How will the school let me know if they have concerns about my child's progress in school?**

If your child is identified as not making progress, the school will set up a meeting to discuss this with you in more detail and to:

- Listen to any concerns you may have.
- Plan any additional support your child may need.
- Discuss with you any referrals to outside professionals to support your child.

### **How is extra support allocated to children, and how do they progress in their learning?**

- The school budget includes money for supporting children with SEND.
- The Head Teacher decides on the deployment of resources for Special Educational Needs and Disabilities, on the basis of needs in the school.
- The school identifies the needs of SEN pupils on a provision map. This identifies all support given within school and is reviewed regularly and changes made as needed, so that the needs of children are met, and resources are deployed as effectively as possible.
- Breakfast and Lunchtime Nurture wellbeing clubs. There is a small cost for Breakfast club but children eligible for free school meals are able to have free access.

### **How are teachers in the school helped to work with children with SEND, and what training do members of staff have?**

- The SENCO's role is to support the class teacher in planning appropriate provision for children with SEND.
- The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on SEN issues, such as Specific Learning Difficulties, Autism Spectrum Disorder (ASD) and speech and language difficulties.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class, e.g. training on Diabetes by the Health team, SEMH support from Jogo.
- TAs receive a range of training as part of their ongoing CPD and to respond to the needs of the individual children they are working with. Some TAs have had training in the Outstanding Teaching Assistant programme, all have had training on teaching reading and all have also had training on managing behaviour.
- A large number of staff have been trained specifically in de-escalation strategies and positive handling techniques where appropriate.

### **How will the teaching be adapted for my child with SEND?**

Class teachers plan lessons and differentiate their planning according to the specific needs of all groups of children in their class and will ensure that your child's needs are met.

- Support staff, under the direction of the class teacher, can adapt planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted to meet your child's learning needs.

### **How will we measure the progress of your child in school?**

We monitor and evaluate the effectiveness of provision for pupils with SEN by:

- Classroom observations
- Work sampling
- Informal feedback from staff
- Student progress tracking (whole school)
- Reviewing students' individual progress towards their goals each term.
- Reviewing the impact of interventions

- Using student questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for students with statements of SEN or EHC plans

### **What does the school work in partnership with you, as a parent of a child with SEND?**

The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school, so that similar strategies can be used.

- The SENCO is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- Additional support plans will be reviewed with your involvement every term.
- A home-school contact book may be used to support communication with you when this has been agreed to be useful for you and your child.
- The Information Advice and Support Service for SEND (IASS) is available to give further impartial advice and support should you need it. Further information about this service can be accessed at <http://www.iassnorthants.co.uk/Pages/home.aspx>

### **How is Castle Academy accessible to children with SEND?**

- The school is fully compliant with the Equality Act 2010 requirements.
- Most of Key Stage 1 and 2 are on one level with easy access and double doors where appropriate.
- Foundation Stage and a part of Key Stage 1 are accessible by a stairway and an access ramp.
- The Reception front desk has a wheel-chair height section and is DDA compliant.
- There are three disabled toilets, a shower area and changing facilities.
- We ensure where ever possible that equipment used is accessible to all children regardless of their needs.
- After-school provision is accessible to all children, including those with SEND.
- Extra-curricular activities are accessible for children with SEND.

### **How will we support your child when they are joining the school? Leaving the school? Or moving to another class?**

We recognise that transitions can be difficult for a child with SEND, and we take the necessary steps to ensure that any transition is as smooth as possible.

#### **If your child is joining us from another school:**

- The Inclusion Lead will visit pre-schools with the class teacher or Foundation Stage Leader when appropriate and attend annual reviews for pre-school children.
- If your child would be helped by a social story book/passport to support them in understand moving on, then one will be made for them with information about their current placement and their new school.
- Your child will be able to visit our school and stay for a play and activity session.
- Parents will be invited to attend an information evening.
- You may be given an opportunity for additional visits where appropriate to help to prepare your child for their move to the school.

#### **If your child is moving to another school:**

- We will contact the school's SENCo and ensure he/she knows about any special arrangements or support that need to be made for your child. Where possible, a planning meeting will take place with the SENCo from the new school.
- We will make sure that all records about your child are passed on as soon as possible.
- If your child would be helped by a social story book/passport to support them in understand moving on, then one will be made for them.

#### **When moving classes in school:**

- Information will be passed on to the new class teacher in advance and in most cases a planning meeting will take place with the new teacher. IEP s will be shared with the new teacher.
- Your child will be supported by a social story or pupil passport, to help them understanding moving on, if required.
- Your child may participate in a transition group or be able to visit the new class more frequently where appropriate, to prepare them for the move.

#### **In Year 6:**

- The SENCo and class teacher will discuss the specific needs of your child with the SENCo of the child's secondary school. Where appropriate, a transition review meeting to which you will be invited will take place between both schools.
- Where possible, your child will visit their new school on several occasions, and in some cases staff from the new school will visit your child in this school.
- If your child would be helped by a social story/passport to support them in understanding moving on, then one will be made for them.

#### **How will we support your child's emotional and social development?**

We recognise that some children have additional emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiety, and struggling to communicate effectively.

- All classes follow a structured PSHCE (Personal, Social, Health and Citizenship Education) curriculum to support this development. However, for those children who find aspects of this difficult we offer:
- Social skills groups to develop emotional language and literacy, and the skills needed to initiate friendships and interact socially with their peers. This includes the use of SEAL (Social and Emotional Aspects of Learning) and specific programmes called Talk-a-bout or Time to Talk for younger children. There are also similar programmes for children at Key Stage 2 that is delivered at their level. Many of these programmes are delivered by members of the Inclusion Team or teaching assistants who are trained and experienced in delivering these programmes.
- A range of extra-curricular groups which all children are invited to join.
- Lunchtime and playtime support through planned activities and groups.
- 1:1 lunchtime and playtime support for children to develop skills in play and social interaction

If your child still needs extra support, with your permission the Inclusion team will access further support through outside agencies including links with specialist schools, Local Offer support and the Early Help Assessment process.

#### **Castle's Communication and Interaction Department – Caterpillar Pod**

At Caterpillar Pod, we provide support for young people in Reception, year 1 and year 2 (EYFS and KS1), who predominantly have Communication and Interaction needs, specifically ASD (Autism Spectrum Disorder). Some pupils are unable to cope fully with the demands of school. Our goal is to ensure that our pupils can accept and manage their differences in a safe and secure environment, that is more suited to their needs, whilst still having access to the mainstream curriculum.

#### **How does the curriculum support my child's needs?**

The purpose of our curriculum is to enable our children to engage with the world around them. We aim to develop their communication and interaction skills so that they can communicate effectively as confident individuals, stay safe and become responsible citizens. We aim to inspire our pupils and develop their independence to prepare them for the next step on their journey towards fulfilling their aspirations.

Our curriculum is based on a holistic view of the child and is personalised to meet the targets set out in their Education, Health and Care plans (EHCPs). We have organised our curriculum into the following areas: Communication and Language, Personal, Social and Emotional Development, Physical Development, Literacy, Mathematics, Understanding the World and Expressive Arts and Design. Lessons are not necessarily planned as discrete subjects, as they will often incorporate elements of learning from some or all of the areas with developing

communication and interaction being at the heart of everything we do. Each half term we have a different topic or theme which will be used as a context for learning activities. We have chosen themes and topics that will broaden the experiences of our children and open up the world around them whilst still being relevant to their stage of development and interest.

Communication is at the heart of everything we do. Each child will have their own personalised communication pathway to enable them to develop their communication skills either verbally or non-verbally. We work closely with Speech and Language service to plan and inform personalised learning for all focused. Our curriculum is also informed by The EMAT Curriculum (National Curriculum objectives), Development matters and the EYFS framework.

We recognise that we have a diverse range of needs within our Social Communication Department and therefore our teaching and learning experiences are structured into three pathways. We have called them pathways to reflect that the children are on a journey whilst they are with us. Some children may progress along the same pathway as they move through the school, however others may move onto a different pathway as they progress and develop. All learning is personalised according to each child's specific needs regardless of the pathway they are following. Teaching groups are organised according to stage of development as well as age.

### **How can my child get a place in Caterpillar Pod?**

Children are allocated a place in the school's Caterpillar Pod by the local authority using the specification agreed by the local authority. It is a requirement of the authority that the child has an EHC Plan and that the child's main area of need is Communication and Interaction, specifically Autism Spectrum Disorder (ASD). At present, Castle Academy can cater for 10 children across Reception, Year 1 and Year 2.

### **How will Caterpillar Pod support my child?**

Children in the school's Caterpillar Pod are educated using a variety of strategies and methods. The department lead adapts the curriculum to match learning outcomes to your child's learning needs. Your child will be assessed using a range of frameworks appropriate to their needs. Their learning journey will be documented and shared with you through conversations and meetings.

Advice from your child's Speech and Language Therapist is also used to guide their individual learning approaches. We liaise with the class teachers and, together with all adults involved, monitor a pupil's progress and well-being.

We also liaise with outside agencies such as Speech and Language therapists to set specific targets for each pupil. In the department your child will follow their own individual visual or written timetables so that they know exactly what they are doing throughout the day. We also have an advanced sensory room and a group room for individual or small group work, away from distractions. Children may or will progress towards accessing the mainstream classes for some of their learning, that is appropriate for their needs. We endeavour to include all children in department in whole school events such as assembly or special celebrations.

### **How will I know how my child is doing in the Caterpillar Pod?**

In the Caterpillar Pod, we see lots of our parents on a daily basis and any issues from the day are discussed at these times. We also use the home school link book to stay in regular contact with parents/carers. We hold parents' evenings termly to talk about child's progress, how they are settling into their learning environment, successful strategies and any new targets. We ask your views on how you feel your child has been getting on with their targets and a meeting will take place to look at new targets. How can I support my child? Together, we can work towards your child's individual targets to ensure the best possible opportunities and development for your child. Should you need any advice or strategies the Caterpillar Pod staff or SENDCO are more than happy to help.

### **How is Caterpillar Pod accessible for children with SEND?**

- The school is fully compliant with Disability Discrimination Act (DDA) requirements and Equality Act (2010).

There are disabled toilets.

There is a large changing room.

We ensure wherever possible that equipment used is accessible to all children regardless of their needs.

After-school provision is accessible to all children, including those with SEND.

Extra-curricular activities are accessible for children with SEND.

### **How are transitions arranged for my child within Caterpillar Pod?**

Transition arrangements are made according to the individual pupil's needs, in discussion with parents/carers and professionals involved. For some children, this may involve a more gradual and staggered process. The Inclusion Team work closely with the key stage 2 provisions in order to make each individual transition process suit the pupils needs and ensure that each transition is a smooth one.

### **Complaints about SEN provision**

Pupils, staff and parents are expected to listen carefully and respectfully to each other. Where an issue arises, parents should, in the first instance, make an appointment to speak with their child's class teacher and seek to resolve any concerns.

If a parent believes that their concern has not been resolved to their satisfaction or is of a more serious or sensitive nature, an appointment should be made to see the head of school, who will investigate and report back on the results of the investigation.

East Midlands Academy Trust Complaints policy can be located from the link below:

<https://castle.emat.uk/831/statutory-information-amp-policies/category/16/trust-policies>