



Ordinarily Available Provision

The purpose of this document is to describe the provision which Castle School, as a specialist setting, can provide or make available to all pupils within the school. The intention is to remove barriers to learning by putting effective provision in place and review and refine this through internal monitoring and statutory processes.

What is ordinarily available provision?

The term 'ordinarily available provision' refers to the range of activities, strategies and experiences that can be offered to all pupils in line with the SEND Code of Practice.

Some pupils require a more targeted approach, and a few require specialist support.

Expectations

The provision received by a pupil should be underpinned by the SEND Code of Practice (2014) and have regard to the Equality Act (2010), SEND policy and be regularly reviewed throughout the pupils' time at Castle School.

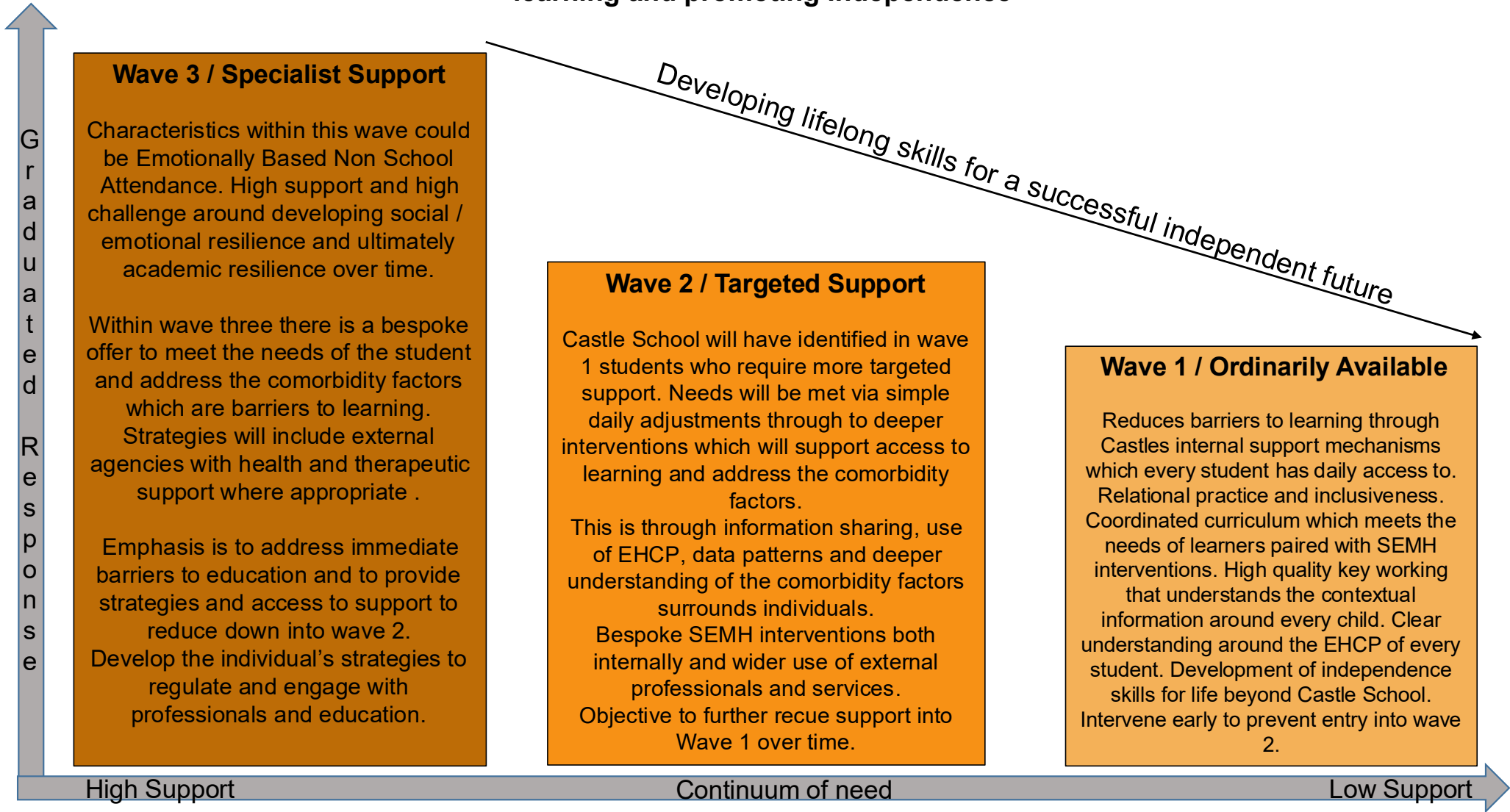
We believe that every day is a new day and a fresh start!

Great today. Better tomorrow!

We are committed to the phrase 'We Never Give Up'. We believe that in all our work students, staff and families deserve every opportunity to succeed.



Castle School graduated response of support to address comorbidity factors reducing barriers to learning and promoting independence



Ordinarily Available Provision: Wave 1 for all

Expectations	How we do this at Castle School
<p>Ensuring pupils are able to make progress through internal routines to reduce barriers to learning</p>	<p>Supportive induction to the school through the Gateway Assessment process which gives consideration of the pupil's pathway and integration into the school and factors affecting this.</p> <p>Information gathering from multiple sources to formulate a transition pathway into a group.</p> <p>Use of a wide range of tools and assessment strategies to consider the curriculum pathway and interventions required. This includes phonics and reading screening, amongst other interventions.</p> <p>Review of provision and interventions through Key Assessment Points, observations, IEP's, Annual / Phase reviews and responding to changes in needs.</p> <p>Make necessary adaptations to teaching and learning and enable the pupils to have their normal way of working in place to manage any exam arrangements.</p> <p>Small class sizes with higher staff to pupil ratio than mainstream schools.</p> <p>Personalised rewards.</p> <p>Comic strip conversations, social stories.</p> <p>SEMH interventions.</p> <p>Subject specific academic interventions.</p> <p>Use of the social emotional framework (SELF) curriculum.</p> <p>Teachers and support staff with expertise in SEMH, ASD, experience in de-escalation, emotional regulation and communication strategies.</p>

<p>High level of pastoral support and effective partnerships</p>	<p>Multi- agency working and close collaboration with external professionals working with children and families.</p> <p>Family support worker engaging with families to support consistency between school and home.</p> <p>Key workers allocated and regular meetings to support needs.</p> <p>Working together with external agencies to provide support and guidance.</p> <p>Stage 1 and 2 support through the Derby City Council ESBNA pathway.</p> <p>Providing support and taking referrals from Derby City Council's Health Needs Panel for pupils without an EHCP.</p> <p>Wellbeing support.</p> <p>Trusted adults to provide support to break down barriers to attending school such as meet and greet.</p> <p>Staff support during unstructured time.</p> <p>Snack / breakfast / food offer that is flexible.</p> <p>Regular home – school communication.</p> <p>Access to an Engagement mentor.</p> <p>Access to psychotherapy to support social emotional and mental health needs.</p> <p>Access to Occupational Therapies and Speech and language whole school approaches and individual provision where written into the EHCP.</p> <p>Travel training.</p>
<p>Meeting needs through curriculum and wider curriculum offer.</p>	<p>Providing Quality First Teaching to all.</p> <p>Neurodiverse friendly approaches and teaching styles.</p> <p>Possible use of Alternative Provision to support learning as part of the timetable offer.</p>

	<p>Different curriculum pathways for different needs and abilities.</p> <p>Broad and balanced curriculum offer with a range of qualifications and enrichment opportunities.</p> <p>Careers opportunities and external careers guidance including support to attend careers fairs and opportunities as well as interview preparation.</p> <p>Access to a range of formal qualifications up to GCSE.</p> <p>Enrichment afternoon and some learning aligned to pupil interests.</p> <p>After school clubs.</p> <p>Opportunity to be part of the School Council and pupil voice.</p> <p>Reasonable adjustments to the curriculum, environment and access to learning.</p>
Meeting needs through culture and environment	<p>High expectations of behaviour and attitude to learning.</p> <p>A trauma informed approach is used throughout the school. Staff are experienced in de-escalation strategies and are Team Teach trained.</p> <p>Relational approaches.</p> <p>Access to sensory spaces and calm zones allocated.</p> <p>Whole class mindfulness.</p> <p>Bespoke reward systems aligned to school values.</p>

Targeted Support: Wave 2 for some

Expectations	How we do this at Castle School
Use of resources	<p>Providing specific resources as outlined within the provision and needs of an EHCP or through Exam access arrangements e.g. fidget toys, adapted laptop, visual aids.</p> <p>Sensory circuits and sensory diets for individual needs.</p> <p>Individual workstations.</p> <p>Communication cards.</p>
Providing parents and carers further support from school	<p>Triple P programme for parents.</p> <p>Enhanced family support programmes.</p> <p>Referrals to appropriate external services to support an identified need.</p> <p>Signposting to other external services.</p>
Providing further support for pupils in school	Mentoring programmes.

Specialist Support: Wave 3 for a few

Expectations	How we do this at Castle School
Making short term adaptations	Some pupils may require a period of time to readjust to learning in an alternative setting offsite or within the community for a period of re-engagement, particularly if there has been a disruption to education.
Enhanced services and referrals	<p>Occupational Therapies and Speech and Language can be provided where the service is open on site or off site depending on needs.</p> <p>Educational Psychology can be provided by referral where there is a specific need to provide support for a change in needs or presentation that is not within a statutory process.</p> <p>Castle School have strong links with CAMHS and can make referrals, maintain links with workers and bring strategies into school that are in place or as part of an ongoing support plan.</p> <p>Referrals can be made to the Neurodevelopment pathway, including Single point of Access.</p> <p>School Health involvement and referrals to the Nursing team.</p> <p>Specialised arrangements for Alternative Provision can be made.</p> <p>1-1 Specialised Teaching Assistant (where funding has been agreed).</p> <p>Psychotherapy and links with CAMHS to support mental health needs.</p> <p>Therapeutic Animal intervention.</p>