



# **SEND information report for Castle View Primary School**

## **2024/2025**

### **What is SEND and SEND support?**

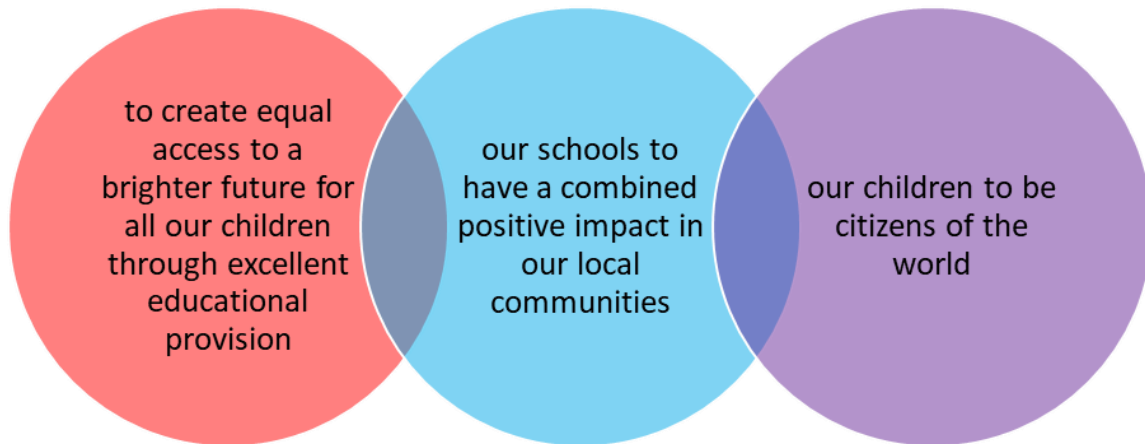
SEND stands for special needs and, or a disability. The Code of Practice 2014 states that: 'A student has SEN where their learning difficulty or disability calls for special educational provision, that is different from or additional to that normally available to a child of the same age.' Many children will have Special Educational Needs and Disabilities (SEND) of some kind during their education. Schools and other organisations can help most children overcome the barriers their difficulties present quickly and easily. A few children will need extra help for some or all of their time in school.

### **Contents of our annual SEND Information report**

- [Our approach to supporting pupils with SEND](#)
- [Supporting children with SEND](#)
- [Key staff and expertise](#)
- [Identifying and assessing pupils with SEND](#)
- [Consulting with pupils and parents](#)
- [Involving key stakeholders](#)
- [Progressing towards outcomes](#)
- [Teaching approach](#)
- [Adaptations to the curriculum and learning environment](#)
- [Inclusivity in activities](#)
- [Supporting emotional and social development](#)
- [Evaluating effectiveness](#)
- [Transition support](#)
- [Local Offer](#)
- [Handling complaints](#)



## Our approach to supporting pupils with SEND



The SEND Code of Practice: 0-25 (2014) identifies the need for a graduated approach towards the identification of children who may have SEND. This is a cycle that **assesses, plans, does and reviews**.

Arrangements are in place to support children with SEN or disabilities.

Teachers are responsible and accountable for the progress and development of the pupils in their class.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.

In deciding whether to make special educational provision, the teacher and SENCO should consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress.

## Supporting children with SEND

Castle View is able to provide access to the following broad offer of support for all of our children.

Communication & Interaction	Social, Emotional and Mental Health	Cognition and Learning	Sensory & or Physical
<ul style="list-style-type: none"><li>•Speech and Language (SALT)</li><li>•Social Stories</li><li>•Every Child a Talker</li></ul>	<ul style="list-style-type: none"><li>•Positive Play</li><li>•Nurture</li><li>•Pastoral Support</li><li>•1:1 Mentoring</li></ul>	<ul style="list-style-type: none"><li>•RWI Fast Track</li><li>•Reading for Understanding</li><li>•Colourful Semantics</li><li>•Number support</li></ul>	<ul style="list-style-type: none"><li>•Physical, Visual or Hearing Impairment Support</li><li>•Dough Disco</li></ul>

Further details regarding our schools' offer is detailed below:

### **Support for children who need further support with cognition and learning**

- RWI Fast Track: In schools following the full Read Write Inc. Phonics programme fast track offers extra support to those who need extra daily practice in reading sounds and words. It breaks down the phonics and reading strands of Read Write Inc. Phonics into smaller steps to accelerate children's reading progress. It provides intensive, targeted support to address specific gaps in a child's reading.
- Reading for Understanding
- Colourful Semantics
- Number Support
- Toe by Toe: supports readers who struggle to decode or those with dyslexic difficulties. It is undertaken daily.

### **Communication and interaction**

- Social Stories: story-based interventions are visually represented stories or scripts that describe social situations and socially appropriate responses or behaviours

### **Social, emotional and mental health**

- Nurture: group sessions which take place during the afternoon led by a trained member of staff. Nurture groups are a short-term, focused intervention for children with particular social, emotional and behavioural difficulties. They are overseen by the SENCo.
- Positive Play: This is undertaken on a 1:1 basis. The positive play sessions take place within school led by a trained member of staff. The programme is designed to raise the self-esteem and emotional well-being of children. They are overseen by the SENCo.

### **Sensory and/or physical needs**

- Our children are supported in school with the advice of outside agencies such as Visual impairment specialists or speech and language. Outside agencies support staff through reports which advice on how best to support the child. This may include special seating; specialist equipment or daily repetition of sounds.

### **Key staff and expertise**

All of our children then benefit from a number of highly trained support staff who are able to provide specific support such as those outlined below:



Name of staff member	Area of expertise	Level and/or type of qualification
Amie Wilton	National Award for SEN co-ordination	Post Graduate Diploma
Tracy Sorrell	National Award for SEN co-ordination	Post Graduate Diploma
Michelle Travis	Positive play Nurture  Mental Health lead	Successful completion of all training for Positive Play and Nurture. Mental Health First Aid Qualification
All Teacher and Teaching Assistants	RWI	RWI Training
Teaching Staff	Reading for Understanding	SSSEN Support Training
Teaching Staff	Colourful Semantics	In school training

**Securing and deploying expertise: in school support and accessing external expertise**

All of our schools share key approaches which always include working closely with children, parents, staff and external agencies. Details of the provision and links we have are outlined below:

**School provision**

- Teachers are responsible for planning appropriate sequences of lessons to meet the needs of all pupils within the class setting. They work with the SENCO, parents and children to help set appropriate Graduated Response Plans.
- Teaching Assistants working with small groups or individual children following clear Plans.
- Small group support for specific needs .
- Teaching Assistants offering support for children with emotional and social development throughout school
- Positive Play, Nurture
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## External expertise (including Local Authority Provision which may be delivered in school)

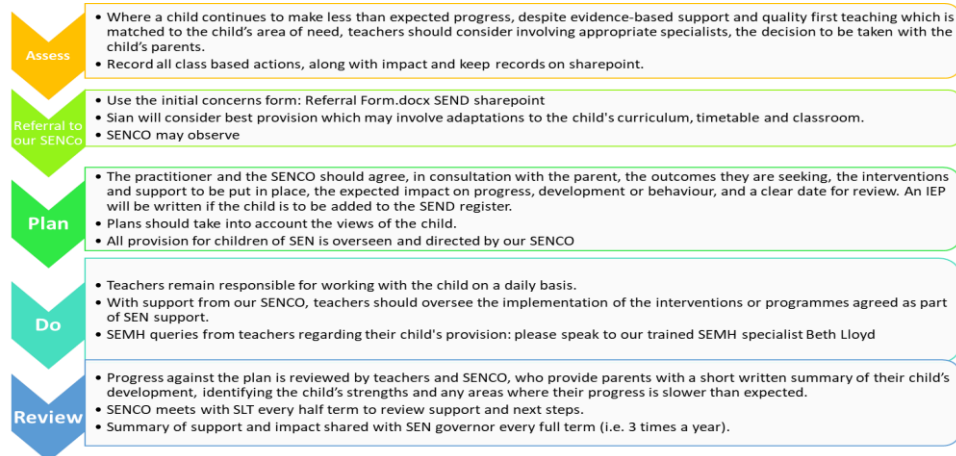
- Inclusion Support Service (ISAS)
- Educational Psychology Service
- SALT (Speech and Language Therapy)
- Specialist Teachers for the physical and visually impaired
- Derbyshire Information, Advise and Support Service for SEND (IASS)
- Multi Agency Team
- Health Provision which may be delivered in school
- School Health
- Occupational Therapy
- Physiotherapy
- CAMHS (Children and Young Adults Mental Health Service)
- Clinical Psychology
- Input from Paediatricians

## Equipment and facilities

We work closely with parents, children and external support to ensure that children have access to appropriate adjustments.

## Identifying and assessing pupils with SEND

The following information is shared with all parents and staff. It explains how we assess, plan, do and review.



## Consulting with pupils and parents

All of our schools share key approaches which always include working closely with parents, staff and external agencies.

### Parents

We work closely with all parents as an effective partnership. We meet with parents every term, as part of our 'assess, plan, do and review' cycle. This helps us to agree graduated



education plans for every child. This will consist of two or three manageable actions which will be reviewed termly.

We continue to liaise with parents in-between times and respond swiftly to ensure any further appropriate adjustments and adaptations are implemented swiftly.

## **Pupils**

We work closely with all of our children and carefully use their opinions and thoughts to develop appropriate programmes of support. This helps us to agree graduated education plans for every child.

## **Transition support**

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

### **If your child is moving to a new school (for example the transition to Secondary School).**

1. We will contact the SENDCO of the new school and ensure they know about any special arrangements or support that need to be made for your child.
2. We will make sure that all records about your child are passed on as soon as possible. All records are kept electronically on a dedicated SEND folder.
3. As well as the arranged transition days, if your child requires additional visits this can be arranged.
4. On some occasions the staff from the new school will visit your child while they are at our school.
5. We will inform outside agencies that your child has moved to a different school so that the relevant agencies can continue to support them

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

1. Information will be passed on to the new class teacher and if appropriate a planning / transition meeting will take place during the summer term.
2. Your child's new class teacher will be invited to any meetings that are arranged during the summer term prior to moving classes.
3. The previous class teacher will write the graduated response plan during the summer term, using their strong understanding of the child, ready for the start of the Autumn term. We know from experience that this helps our children successfully settle in their new class as they access appropriate provision.

## **Teaching approach**

Class teacher input, via excellent targeted classroom teaching (Quality First Teaching). For your child this would mean:

targeted support  
additional practise  
staff would help children by break down learning into smaller 'building' steps

acting on formative assessments  
teaching carefully selected groups  
using well-chosen resources

## **Adaptations to the curriculum and learning environment**

Staff providing adaptative teaching. This means:

our staff understand that all lesson activities should help children rehearse and practise the specific next knowledge they need to remember more.

Your child's teacher has the highest possible expectations for your child and all pupils in their class. This is based upon an accurate understanding of their needs and the curriculum.

That all teaching builds on what your child already knows, can do and can understand.

If children are able to learn the same things and to attempt the same tasks, they will do so.

Specialist equipment is provided to make classroom life easier, such as concentration cushions, tangle toys and writing aids.

## **Inclusivity in activities**

All of our schools aim to ensure full inclusion in all areas of our broad and ambitious curriculum.

As a result:

Activities and school trips are available to all.

Risk assessments are carried out and procedures are put in place to enable all children to participate.

## **Supporting emotional and social development**

We firmly believe that pupils achieve best when they are settled and included in warm and safe classrooms. We celebrate the children's successes with positive learning experiences. Sometimes children experience some setbacks or challenges along the way and we are committed to supporting them through these, always striving for full-time schooling and attendance.

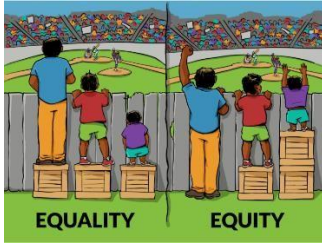
These needs can present themselves in a number of ways including behavioural difficulties, anxiousness, being upset or uncommunicative.

- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this should be your first point of contact.



- If further support is required the class teacher liaises with our SENDCO for further advice and support.
- This may involve working alongside outside agencies such as Health and Social Services, and/or the Behaviour Support Service, CAMHS, MAT workers.

## Positive behaviour and online safety



All of our schools have a shared understanding that we treat all children fairly which might mean that all children are not treated equally. The behaviour policies we have adopted stress that we cater for all children's needs. Any needs and/or protected characteristics (such as SEND and disability) are carefully considered in conjunction with the appropriate policies when we apply our behaviour policies.

We actively teach positive behaviour and we also provide a progressive safeguarding curriculum. This includes discrete teaching and modelling on how to stay safe when outside of school, including when children are online.

## Evaluating effectiveness



As part of our 'assess, plan, do, review' cycle, we continually review your child's learning and progress from their individual starting points. In addition, we also undertake more structured and standardised assessments to help evaluate and review our provision.

- Where necessary, children will have an Graduated Response Plan based on areas of identified need. Progress against these targets is reviewed regularly and future provision amended as necessary.
- We use Boxall profiles assessments to plan and evaluate the effectiveness of our SEMH support.
- RWI Assessments
- Year 1 pupils undertake the Phonics Screening Test
- Progress in reading, writing and maths is formally assessed each term (year groups 1-6) and we share the outcomes of these with parents.
- Progress is monitored regularly by the Head Teacher, SENDCo and Senior Leadership Team
- At the end of Year 2 and Year 6 all children are required to be formally assessed using Standard Assessment Tests (SATS). These are government requirements and the results are published nationally
- The progress of children with a Statement or EHC Plan will be formally reviewed at an Annual Review where all the adults who work with the child along with parents can celebrate success, set further targets and evaluate provision

Our SENDCo also checks that your child is making good progress within individual work and targeted group work by undertaking:

- Talking to children about their learning whilst looking at the children's work;
- Observations in class / intervention;
- Reviews of Boxall profiles;
- Data analysis (including daily review of attendance and emotional wellbeing).



## Local Offer



The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available to families in Derbyshire that have an Education, Health and Care Plan and those who still experience some form of special educational need.

The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors. More information can be found at: [www.localoffer.derbyshire.gov.uk/home.aspx](http://www.localoffer.derbyshire.gov.uk/home.aspx)

## Handling concerns or complaints

If you have a complaint regarding SEND and a child in any of our schools then please do not hesitate to contact Miss Wilton.

Parents and carers can also refer to the External Complaints policy which is available on each school's website. Paper copies of this are also available from any of our school's offices.

## Contacts

To contact Amie Wilton (SENDCo)

Email: [sendco@castleview.derbyshire.sch.uk](mailto:sendco@castleview.derbyshire.sch.uk)

Phone: 01629 582699