

# **SCHOOL SPECIAL EDUCATIONAL NEEDS AND DISABILITY** **INFORMATION REPORT – 2023/2024**

(Regulation covered by statement indicated in brackets)

## **General Information/Frequently Asked Questions**

### **What should I do if I think my child has a Special Educational Need or Disability?**

Should your child be having difficulties whilst a pupil at Castle Primary School that you suspect are related to an undiagnosed Special Educational Need, Disability or Mental Health issue, then you should discuss this in the first instance with the Head teacher or Class teacher. This information is then shared with the SENDCO who will contact you to discuss this in more detail. You are of course welcome to contact the SENDCO directly to discuss your child's needs.

### **What is the school ethos/approach to SEN and Disability?**

(Reg 3c: In general, how do school approach the teaching of pupils with SEN/D?)

1. To ensure full entitlement and access for SEN pupils to high quality education within a broad, balanced and relevant curriculum, including access to the National Curriculum and public examinations, so that they can reach their full potential.
2. To educate pupils with Special Educational Needs, in whatever way possible, alongside their peers within the normal curriculum of the school, and to provide pastoral and learning opportunities beyond those offered to mainstream pupils, and meeting the individual needs of the SEN pupils.

### **How will I know how my child is doing in school?**

(Reg 3b: School arrangements for assessing and reviewing the progress of children/young people with SEN)

All pupils are assessed on their ability to read, spell and comprehend; using the YARC system this also includes an assessment for numeracy. These filtering assessments allow us to build an up to date picture of a pupil's ability and will determine whether any further testing or intervention is necessary.

Once it has been determined that intervention is necessary then parents are contacted to inform them of the outcomes of assessment and what intervention has been determined for them. In many cases this is done via letter, email or telephone call but we actively welcome parents into school should they wish to discuss these interventions in more detail.

Following an intervention parents are informed of the progress that has been made during a face to face meeting with the SENCO at time to suit them.

All parents of children receiving additional SEN Support will be contacted at least termly to ensure parents' are aware of the intervention and are given guidance and help regarding the part they can play in their child's education.

## What support will there be for my child's overall well-being?

(Reg 3g: in particular the development of their social and emotional skills)

All pupils are well supported through the school's robust pastoral system but sometimes this is not enough to address specific social and emotional needs.

If there are concerns with a pupil's social or emotional wellbeing then initially we will complete a range of assessments that will then determine the direction of any intervention. This intervention may include

1-1 key working, small group social skills or 1-1 social skills/emotional support through our external professional provider, SWaNs or with our qualified ELSA. We can also offer wellbeing therapy and have access to Cheshire Play Therapy when needed.

## How will I be involved in discussions about, planning for, and involvement in, my child's education?

(Reg 7: School arrangements for consulting the parents of children and young people about, and involving them in, the education of their child)

The School has an "open door" philosophy towards parents. Informally, parents are encouraged to contact the SENDCO whenever they wish. Parents are regularly contacted by class teachers and learning support staff to celebrate achievement as well as raising concerns.

Formally:

- The SENDCO and/or appropriate SEN teaching staff are available at all parents' evenings and can be seen, with or without, appointment.
- All pupils who receive SEN Support have a formal review every term (at parents' evenings where possible) to discuss targets and an "Annual review", to review progress towards statement objectives.
- Parents are consulted regarding any changes in support or involvement of any other agencies and are encouraged to ask any questions about their child's progress.

## Who, outside of school, can I turn to for advice and support?

(Reg 11: Contact details of support services/groups for parents of pupils with SEN, for example parent partnership)

Parents can contact Staffordshire Parent Partnership should they need support from

outside of school. Their contact details are:

SEND IASS Family Partnership,

Eastgate House,

Eastgate Street, Stafford,

ST16 2NG

## How does Castle Primary school involve children in their education and in the decision-making process?

(Reg 8: School arrangements for consulting and involving children and young people in their own education)

Child friendly Pupil Profiles, learning objectives and targets are discussed with the children on an ongoing basis prior to any task.

Pupils are given support in preparation for Reviews of SEND and reviews are generally conducted by staff who ensure that the pupil has the loudest voice in any decisions made.

## Where can I find information about Local Authority provision for children and young people with SEND?

(Reg 13: Details of where the Local Offer is published)

The Local Authorities have published the details of their Local Offers at the following websites:

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/localoffer.page?localofferchannel=0>

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/home.page>

<https://www.staffs-iass.org/home.aspx>

## How should complaints regarding SEND provision be made and how will they be dealt with?

(Reg 9: Detail the arrangements made by the Governing Body relating to the treatment of complaints)

Concerns or complaints raised by parents are normally dealt with directly through telephone calls or interviews with the SENDCO or other involved staff. Concerns that cannot be resolved in this way will follow a line of referral, involving the school's Headteacher, responsible for SEND, the school's Governing Body.

When necessary, parents will be supported in taking concerns to the Local Education Authority and fully informed of SEND Disagreement Resolution Procedures and SEND Tribunal Procedures. Information regarding external support groups, such as Parent Partnership, will also be made available.

## Who do I contact for further information?

(Reg 4: Contact details of the SENDCO)

The Acting SENDCO is Miss Jill Mason and can be contacted directly via the school office or by email: [jillmason@castleprimary.co.uk](mailto:jillmason@castleprimary.co.uk)

## How do I get a copy of the school SEND policy?

Families can view an up to date copy of the school SEND Policy via the school website here.

## Need specific information

	COGNITION AND LEARNING	COMMUNICATION AND INTERACTION	SOCIAL, EMOTIONAL AND MENTAL HEALTH	SENSORY AND/OR PHYSICAL
<p><b>Castle Primary school policy for the identification of needs</b> (Reg 2)</p>	<ul style="list-style-type: none"> <li>❖ Initial identification takes place for both English and Mathematics.</li> <li>❖ Pupils are diagnostically tested using YARC, Sandwell, Verbal and Non-Verbal Reasoning standardised assessments</li> <li>❖ Screening tools are used to identify any dyslexic tendencies.</li> <li>❖ Wellbeing concerns are assessed using the Boxhall Profiles.</li> <li>❖ Pupils who do not make expected levels of progress are additionally tested to ensure there is not an underlying SEND</li> </ul>	<ul style="list-style-type: none"> <li>• All pupils with a diagnosed, recognised condition that has an impact on learning               <ul style="list-style-type: none"> <li>❖ Dyslexia</li> <li>❖ Dyscalculia</li> <li>❖ Developmental Co-ordination Disorder (Dyspraxia)</li> <li>❖ ADHD</li> <li>❖ OCD</li> <li>❖ Anxiety (under CAMHS)</li> <li>❖ ASD (Autistic Spectrum Disorder)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Where teachers are concerned about a sensory or physical difficulty they are encouraged to discuss this with the SENDCO who will follow the procedure set out below.</li> </ul>	
<p><b>How Castle Primary school assess whether a child/young person has a SEND</b> (Reg 2)</p>	<p><u>ENGLISH: KS2</u></p> <ul style="list-style-type: none"> <li>❖ Reading Age below 9 years and 6 months using the Diagnostic Reading Analysis</li> <li>❖ Comprehension Age below 9 years and 6 months using the Diagnostic Reading Analysis</li> </ul> <p><u>MATHEMATICS: KS2</u></p> <ul style="list-style-type: none"> <li>❖ Maths Age below 9 years and 6 months using the Sandwell early numeracy test assessment</li> </ul>	<ul style="list-style-type: none"> <li>❖ Pupils are usually assessed using a strengths and difficulties questionnaire</li> <li>❖ Pupil observation</li> <li>❖ Teaching staff feedback</li> <li>❖ Parental feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment of sensory and physical needs are always carried out by professionals from outside of school and in conjunction with the pupils GP. Initial concerns are raised with parents and the school nurse is consulted and involved in any meetings.</li> </ul>	

<p><b>Type of SEN provision made throughout Castle Primary school</b> (Regs 1 &amp; 3e)</p>	<p>Please see the detailed provision map available via the school website.</p>			
<p><b>How Castle Primary school evaluate the effectiveness of the provision made</b> (Reg 3a)</p>	<p>All provisions are assessed using pre and post standardised assessment methods. Additionally the SENDCO analyses data from subject staff in regards to progress, behaviour and effort to assess if interventions have had an impact in these areas.</p>			
<p><b>How Castle Primary school adapt the curriculum and school environment for pupils</b> (Reg 3d)</p>	<p>Please see SEND policy document ON THE WEBSITE</p>			
<p><b>How the school ensure the inclusion of pupils with SEN in activities outside of the classroom (including school trips and after school clubs)</b> (Reg 3f)</p>	<p>All pupils are given the same opportunity to attend extra-curricular activities and school trips. Reasonable adjustments can be made where the pupil's needs would prevent access to an activity.</p> <p>Generally, where a pupil with an EHCP attends a trip a member of Learning Support staff will also attend the trip.</p>			
<p><b>What specialist skills/expertise do school staff have?</b> (Reg 5)</p>	<p>TA's have specialist Phonics/reading training.</p> <p>TA's have significant experience of working with pupils with specific numeracy difficulties.</p>	<p>Outreach support for children with ASD difficulties</p>	<p>1 x TA has undertaken Mental Health Training</p>	<p>TA's have experience of working with pupils who have sensory and physical needs through motor skills united, and dough gym.</p>
<p><b>What training are the staff teaching and supporting pupils with SEN having/recently had?</b> (Reg 5)</p>	<p>All teaching staff have had training focused on teaching reading and reading difficulties. All teaching and support staff have had introductory training on the Code of Practice (2014) for SEN.</p>	<p>Staff have had training on functional memory skills and development.</p>	<p>A group of teaching and non-teaching staff have been given training around mental health issues.</p>	<p>Training is offered to specified teaching and non-teaching staff as need arises. For example Sensory Support teachers will jointly deliver training about specified children annually or as the need arises.</p>

	Further training for all areas of SEND are delivered as part of our schools ongoing training programme. Teachers are given a regular opportunity to meet the SENDCO through the 'drop-in' system.			
<b>What external specialist services are accessed by school to meet the needs of pupils and support their families (to include education, health, social care and community/voluntary sector services) (Reg 10)</b>	<ul style="list-style-type: none"> <li>❖ Educational Psychology</li> <li>❖ Dyslexia centre</li> <li>❖ Parent Partnership</li> <li>❖ SENSS</li> <li>❖ Occupational therapy</li> <li>❖ SEND Hub</li> </ul>	<ul style="list-style-type: none"> <li>❖ Educational Psychology</li> <li>❖ Speech and Language Therapy</li> <li>❖ Parent Partnership</li> </ul>	<ul style="list-style-type: none"> <li>❖ Educational Psychology</li> <li>❖ Child and Adolescent Mental Health service (CAMHS)</li> <li>❖ Cheshire Play Therapy</li> <li>❖ Wellbeing Therapy through Swanns.</li> <li>❖ Parent Partnership</li> </ul>	<ul style="list-style-type: none"> <li>❖ Sensory Support Services</li> <li>❖ Occupational Therapy</li> <li>❖ Parent Partnership</li> </ul>
<b>How is equipment and facilities to support pupils secured?</b> (Reg 6)	Via School budget allocation as required Via Sensory Support as required			
<b>How does Castle Primary school support pupils with SEN during transition?</b> (Reg 12)	<p>For all pupils with SEND there are specific systems in place for the successful transition from other schools. With year 6 transitions the ideal is for information gathering to begin in the March of Year 6. On many occasions, for example if the pupil has an EHCP, this process can begin much earlier.</p> <p>Pupils with SEND are given access to our 'Enhanced Transition' programme which is built around personalised need and is devised in conjunction with parents/carers. Primary schools, agencies and with the pupil's needs at its centre.</p> <p>Parents of pupils with SEND are given clear lines of communication throughout the transition process and they are encouraged to contact the SENDCO with any concerns or questions.</p>			