

Castle View Primary Academy

Keswick Road

Lancaster

LA1 3LE

Headteacher: Miss Claire Bright



SEND INFORMATION REPORT

Date: Draft December 2024

Approved by Governors:

Date of Review: September 2025

This report has been written taking into account the legislation in section 6g part 3 of the Children and Family Act 2014 and section 6.79-6.82 of the SEND Code of Practice:0-25 years updated Sept 2024.

Our statement of academy aims is:

‘Working in partnership with the children, families and our whole academy community, we aim to provide a safe and caring environment that will nurture happy, independent, lifelong learners who value themselves and others; and have the creativity and confidence to meet the challenges of life with a positive attitude, achieving their personal best.’

Our Vision for SEND

We believe in an inclusive academy environment where all children can flourish. Our aim is to identify and support the unique needs of each student, allowing them to achieve their full potential academically, socially and emotionally.

Introduction - Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs support works in our academy.

If you want to know more about our arrangements for SEND, please read our SEND policy (This can be found on the website or ask a member of staff to print/send you the policy).

Note: If there are any terms, we’ve used in this information report that you’re unsure of, you can look them up in the Glossary at the end of the report.

What types of SEN does the academy provide for?

Our academy provides for pupils with the following needs:

AREA OF NEED	CONDITION		
Communication and interaction	Autism spectrum conditions (ASC) also sometimes known as Autism spectrum disorder (ASD)		
	Speech and language difficulties		
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia		
	Moderate learning difficulties		
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD)		
	Attention deficit disorder (ADD)		
Sensory and/or physical	Hearing impairments		
	Visual impairment		
	Multi-sensory impairment		
	Physical impairment		
SEND STATUS	No of children (103 on roll)	% SEND children and main category of need in Castle View Academy.	National Statistics
EHCP	6	5.82%	4.3%

SEN Support	36	34.95%	13%
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Children on our SEND register with year and gender:

<u>Year Group</u>	<u>Total</u> <u>SEND</u>	<u>Girls</u>	<u>Boys</u>	<u>EHCPs</u>
<u>EYFS</u>	1	0	1	0
<u>1</u>	5	2	3	0
<u>2</u>	6	2	4	1
<u>3</u>	2	0	2	1
<u>4</u>	4	2	2	1
<u>5</u>	12	2	10	2
<u>6</u>	6	4	2	1
	<u>36</u>	<u>12</u>	<u>24</u>	<u>6</u>

2. Which staff will support my child, and what training have they had?

SEND Team - SENCO / SEND Manager

The academy's Special Educational Needs and Disabilities Coordinator (SENDCo) is currently Sarah Barton, with Tracy Clarkson in the Special Educational Needs Manager role. Both are members of the senior leadership team. The SENDCo has completed the National Award for Special Educational Needs Coordination (NASENCO) and holds qualified teacher status (QTS), along with a level 7 qualification in Social, Emotional and Mental Health in Education and a level 7 Certificate in Psychometric Testing Assessment (CPT3a), which combines two modules including competence in educational testing and access arrangements

Contact details - The address and phone number are as above or direct emails:

Sarah.barton@cidari.co.uk and Tracy.clarkson@cidari.co.uk

Class/subject teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

Teaching assistants (TAs)

We have a team of TAs, who are trained to deliver SEN provision. We have teaching assistants who are trained to deliver interventions

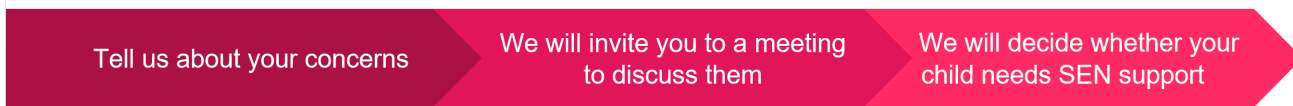
External agencies and experts

Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)

- Education welfare officers
- Social services and other local authority (LA)-provided support services
- Voluntary sector organisations
- Stepping Stones
- IEST
- Play therapy

What should I do if I think my child has SEN?



If you think your child might have SEN, the first person you should tell is your child's teacher.

They will pass the message on to our SEND Manager who will be in touch to discuss your concerns.

You can also contact the SEND Team directly.

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEND register.

How will the academy know if my child needs SEN support?

All our class teachers are knowledgeable about Special Educational Needs (SEN) and may notice students who may not be making the expected progress in their schoolwork or social interactions. This can include challenges like reading, writing, numeracy, or difficulties with peers.

If a teacher notices that a student is falling behind, they take the time to discover if there are any gaps in their learning. Should they identify a gap, the teacher will provide extra support to help the student catch up. Typically, students without SEN make quick progress once their learning gaps are addressed.

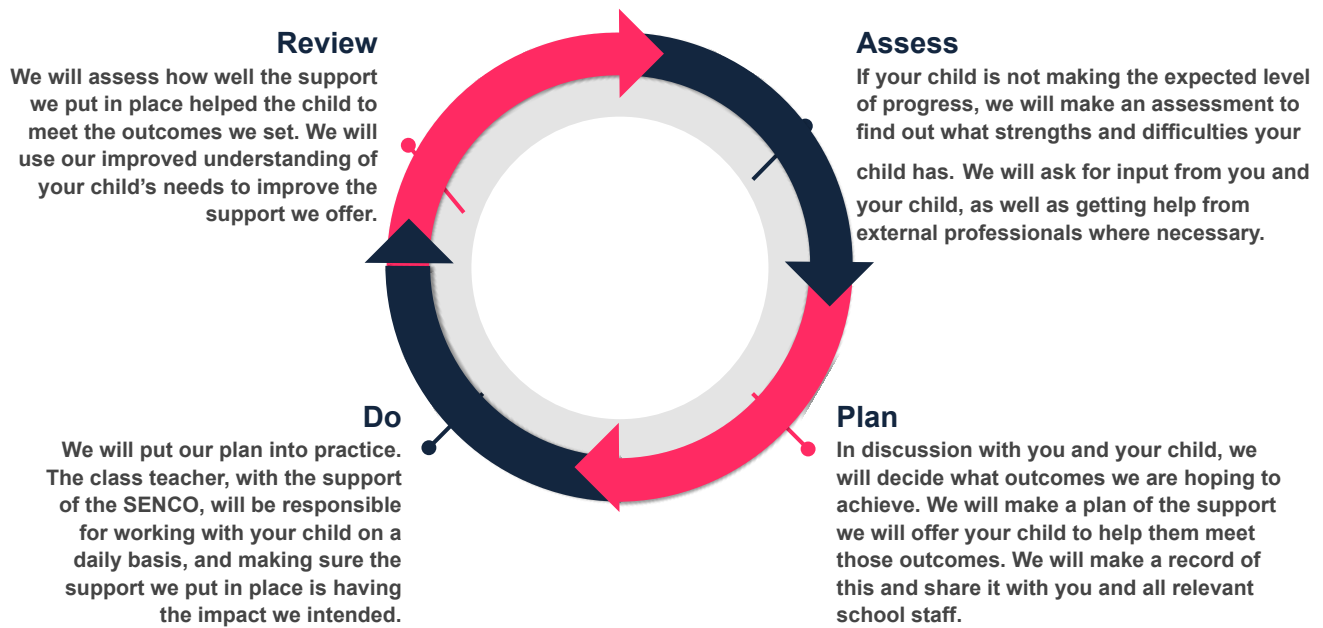
If a student continues to face challenges in making expected progress, the teacher will reach out to the SEND Team and also contact you to explore the possibility of your child having SEN. The SEND Team may observe your child in both the classroom and playground, looking to identify their strengths and areas for improvement. They will also discuss with your child's teachers any changes in their progress, achievement, or behaviour. Additionally, they will compare your child's development with that of their peers and relevant national data.

The SEND Team values your input and will also talk with your child to gather their thoughts. Where appropriate, they might consult with external experts like a speech and language therapist, an educational psychologist, or a paediatrician. Using all of this information, they will determine whether your child requires additional SEN support. If your child needs SEN support, they will be added to the academy's SEND register, and the Teacher will collaborate with you to create a tailored SEN support plan with support from the SEND Team, you will receive a letter to inform you that your child is on the SEND register.

How will the academy measure my child's progress where they may have SEN Needs?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the academy's targets, strategies and provisions will be revisited and refined.

How will I be involved in SEN decisions made about my child's education?

In addition to what is provided in the academy if your child is on the SEND register, we will offer to meet with you 3 times a year with a member of the SEND team present, and Teachers will collaborate with you to create an individual education plan (IEP) for your child. We aim to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

We know that you're the expert when it comes to your child's needs and aspirations. So we want to ensure you fully understand how we're trying to meet your child's needs so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of the academy.

If your child's needs or aspirations change at any time, please let us know so we can keep our provision as relevant as possible.

After any discussion, we will record any outcomes on the IEP, actions and support that have been agreed upon. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher.

How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

How will the academy adapt its teaching for my child?

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum every year they are at our academy.

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum; we work on a case-by-case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support pupils on a 1-to-1 basis at times if needs are assessed and it is felt they will benefit from this.
- Teaching assistants will support pupils in small groups when they have been identified as potentially needing additional support

We may also provide the following examples of interventions:

Area of Difficulty	What?
Cognition and Learning Wave 2	Support from external agencies.
	Small group maths intervention.
	Small group phonics intervention.
	Small group reading interventions.
	Small group sentence skill intervention.
	Handwriting
	Typing skills- purple mash programme 2 type
	IEP for SEND pupils.
	Assessment and identification of Learning Needs followed by feedback to parents and staff.

	<p>Three meetings a year with parents and pupils to help to plan next steps.</p> <p>Functional maths skills for identified pupils Y3-5</p> <p>Dyslexia support (Nessy)</p> <p>Maths 1:1 fluency flashcards</p>
<p>Cognition and Learning Wave 3</p>	<p>EP</p> <p>On-going monitoring and regular feedback to parents and pupils termly and annual review.</p> <p>Individual targeted teaching assistant support in lessons</p> <p>TEACHH Workstation</p> <p>Targeted work sent home.</p> <p>1:1 interventions as identified.</p> <p>Individual licenses i.e. for Nessy / reading eggs</p>
	<p>Communication and Interaction Wave 2</p> <p>Social Interaction in small groups : Time to talk KS1 Socially speaking KS2</p> <p>Paired social</p> <p>Speech and Language</p> <p>Speech Stars</p> <p>Colourful Semantics</p> <p>Blanks Level of Questioning.</p> <p>Transition support to secondary</p> <p>Support from external agencies</p>
	<p>Communication and Interaction Wave 3</p> <p>Individually targeted Teaching Assistant support in lessons.</p> <p>1:1 Speech and Language support with NHS therapists.</p>

	1:1 speech and language sessions to work on targets set by therapists
	On-going monitoring and regular feedback to parents and students (at least termly and including the Annual Review).
Social Emotional and Mental Health Wave 2/3	ZOR Group intervention
	Building blocks Intervention
	Talk and Draw
	Walk and talk KS2 (on academy grounds)
	Social interaction group
	Discovery club interaction group KS2
	Relaxation sessions
	Inside out intervention (Child and family wellbeing service).
	Confidence building intervention using talk about materials

Sensory and Physical

Wave 2/3

Sensory Interventions

1. **Sensory Breaks** – Quick activities like jumping or stretching to help pupils self-regulate.
2. **Fidget Tools** – Stress balls, putty, or spinners to help focus and release energy.
3. **Calming Spaces** – Quiet areas with soft lighting and sensory items for overstimulated pupils.
4. **Noise-cancelling Headphones** – Reduce auditory distractions for sensitive pupils.
5. **Weighted Blankets/Vests** – Provide calming deep touch pressure.
6. **Visual Supports** – Visual schedules or symbols to aid understanding.
7. **Movement and Stretching** – Activities like stretching or yoga to improve focus.
8. **Therapy Balls/Stability Cushions** – Seating options that provide proprioceptive input.
9. **Tactile Stimulation** – Materials like sandpaper or fabric to engage the sense of touch.
10. **Aromatherapy** – Calming scents like lavender to reduce anxiety.
11. **Light Modulation** – Adjustable lighting for concentration.
12. **Interactive Sensory Walls** – Textured areas for tactile engagement.

Physical Interventions

1. **Physical Therapy (PT)** – Exercises to improve strength, balance, and coordination.
2. **Occupational Therapy (OT)** – Activities for fine motor skills and self-care.
3. **Adaptive Equipment** – Special seating or writing aids for pupils with mobility issues.
4. **Postural Support** – Chairs and desks designed to improve posture.
5. **Gross Motor Activities** – Running or jumping activities to support coordination.
6. **Walking/Standing Desks** – Desks that allow movement to reduce restlessness.
7. **Assistive Technology** – Tools like voice-to-text software for accessibility.
8. **Balance/Coordination Training** – Exercises to improve motor skills.
9. **Therapeutic Swinging** – Rhythmic movement for calming vestibular input.
10. **Handwriting Aids** – Tools like pencil grips to support writing.

Integrated Approaches

1. **Inclusive PE** – Adapted sports for all pupils, including those with disabilities.
2. **Yoga/Mindfulness** – Activities that support sensory regulation and well-being.
3. **Flexible Seating** – Pupils choose seating that works best for their needs.
4. **Kinaesthetic Learning** – Movement-based lessons to engage pupils physically.

Environmental Modifications

1. **Sensory-friendly Classrooms** – Soft lighting and noise control for better focus.
2. **Alternative Learning Spaces** – Quiet areas or sensory rooms to support individual needs.

These interventions are part of our contribution to Lancashire's local offer <https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/>

How will the academy evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions regularly
- Using pupil questionnaires
- Monitoring by the TA, Teachers and SEND Team
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

How will the academy resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The academy will cover some of the necessary costs. If funding is needed beyond this, we will seek it from our local authority.

How will the academy make sure my child is included in activities alongside pupils who don't have SEN?

All of our extra-curricular activities and academy visits are available to all our pupils.

All pupils are encouraged to go on our academy trips, including any residential trip(s).

All pupils are encouraged to take part in sports, plays and any extracurricular activities.

We try to ensure that no pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure they can be included.

How does the academy support pupils with disabilities?

We aim to support pupils with disabilities. We take steps to prevent disabled pupils from being treated less favourably than other pupils

- The facilities provided to help disabled pupils access the academy, including the provision of auxiliary aids and services
- Please see the academy's accessibility plan. Which covers our plan to:
 - Increase the extent to which disabled pupils can participate in the curriculum
 - Improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services you provide
 - Improve the availability of accessible information to disabled pupils

How will the academy support my child's mental health, and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the academy

- Pupils with SEN are also encouraged to be part of clubs/activities to promote teamwork/building friendships
- We offer the opportunity for children to have 1:1 time with a trusted adult who will listen to them
- We run interventions for pupils who need extra support with social or emotional development
- We have a 'zero tolerance' approach to bullying. Please see our academy Bullying Policy for more information.

What support will be available for my child as they transition between classes or settings

Between years

To help pupils with SEN be prepared for a new academy year we:

- Ask both the current teacher and the next year's teacher to attend a final meeting of the year when the pupil's SEN is discussed
- Schedule lessons with the incoming teacher towards the end of the summer term

Between settings:

When your child is moving on from our academy, we will ask you and your child what additional information you may want us to share with the new setting.

Between phases

The SENCO of the secondary academy/school will come into our academy for a meeting with our SEND Team. They will discuss the needs of all the children who are receiving SEN support.

Pupils will be prepared for the transition by:

- Practising with a secondary school timetable
- Learning how to get organised independently
- Plugging any gaps in knowledge

What support is in place for looked-after and previously looked-after children with SEN?

The Headteacher is the designated teacher for looked-after children and previously looked-after children in the academy.

The Headteacher will work with the SEND Team to ensure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported in much the same way as any other child who has SEN. However, looked-after pupils will also have a personal education plan (PEP). We will ensure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

What should I do if I have a complaint about my child's SEN support?

Complaints about SEN provision in our academy should be made to the class teacher in the first instance and then if needed, shared with the SEND Team or headteacher. They will then be referred to the academy's complaints policy.

If you are not satisfied with the academy's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#). If you feel that our academy has discriminated against your child because of their SEN, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-academy/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

The special educational needs mediation service in Lancashire is Global Mediation. You can contact the mediation adviser on 0800 064 4488. This service is free of charge and your conversation is confidential. The mediation adviser will provide you with factual information about mediation.

What support is available for me and my family?

If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at your Lancashire's local offer as they publish information about the local offer on their website: <https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/>

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are: <https://lancssendias.org.uk>

Local charities that offer information and support to families of children with SEN are:

ADHD North West

<https://reception06660.wixsite.com/adhd-north-west>

Nest Lancashire

<https://nestlancashire.org/further-help-and-support/childrens-charities/>

Barnardo's

<https://www.barnardos.org.uk/get-support/services/lancashire-and-south-cumbria-thrive-service>

National charities that offer information and support to families of children with SEN are:

- > [IPSEA](#)
- > [SEND family support](#)
- > [NSPCC](#)
- > [Family Action](#)
- > [Special Needs Jungle](#)

Glossary

- > **Access arrangements** – special arrangements to allow pupils with SEN to access assessments or exams
- > **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- > **Area of need** – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
- > **CAMHS** – child and adolescent mental health services
- > **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- > **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
- > **EHC plan** – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
- > **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a academy or local authority due to SEN
- > **Graduated approach** – an approach to providing SEN support in which the academy provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- > **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- > **Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area

- **Outcome** – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the academy must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that academies must follow to support children with SEND
- **SEN information report** – a report that academies must publish on their website, that explains how the academy supports pupils with SEN
- **SEN support** – special educational provision that meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, academies or institutions or life stages