



## SEN Annual Report

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At Casterton Primary Academy we believe it is essential to provide a well-balanced, challenging curriculum for all pupils. We are committed to ensuring that all pupils, including those with special needs and disabilities (SEND), receive their right to a high quality, accessible and balanced curriculum.

We include all children with any special or additional needs in the life and learning of the school. We endeavour to reduce barriers to progress by making reasonable adjustments to the curriculum, the environment and to resources so that all children can learn and play alongside each other.

Our aim is to provide all pupils with the best possible outcomes in preparation for life-long learning. We believe it is important that pupils acquire skills, knowledge and confidence that can be applied to all future learning experiences, including social, physical and spiritual development. We endeavour to raise aspirations and expectations for all pupils, including those pupils with SEND by working in partnership with parents/carers and listening to pupils.

### SEND School Profile

	SEN Support		Educational Health Care Plan	
	School %	National %	School %	National %
<b>2020</b>	<b>9.6</b>	<b>12.8</b>	<b>3.1</b>	<b>1.8</b>
<b>2021</b>	<b>11.1</b>	<b>12.6</b>	<b>3.3</b>	<b>2.1</b>
<b>2022</b>	<b>14</b>	<b>13</b>	<b>4.9</b>	<b>2.3</b>
<b>2023</b>	<b>9.6</b>	<b>12.6</b>	<b>3.8</b>	<b>4.3</b>
<b>2024</b>	<b>9.3</b>	<b>14.1</b>	<b>4.4</b>	<b>3</b>

This shows that the percentage of EHCPs in school is above the national figure for primary schools.

### SEN by year group

No of SEN							
	2020	2021	2022	2023		2024	
				SEN support	EHCP	SEN support	EHCP
<b>EYFS</b>	<b>6</b>	<b>3</b>	<b>4</b>	<b>4</b>	<b>1</b>	<b>3*</b>	<b>1 *</b>
<b>Yr1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Yr2</b>	<b>7</b>	<b>8</b>	<b>8</b>	<b>5</b>	<b>0</b>	<b>4</b>	<b>3</b>
<b>Yr3</b>	<b>8</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>2</b>	<b>3</b>	<b>0</b>
<b>Yr4</b>	<b>8</b>	<b>5</b>	<b>5</b>	<b>4</b>	<b>2</b>	<b>10*</b>	<b>2*</b>
<b>Yr5</b>	<b>8</b>	<b>10</b>	<b>10</b>	<b>2</b>	<b>4</b>	<b>3</b>	<b>2</b>
<b>Yr6</b>	<b>2</b>	<b>8</b>	<b>8</b>	<b>9</b>	<b>1</b>	<b>2</b>	<b>4</b>

\*See bullet points below



- In EYFS there is one child who is on the statutory assessment pathway. Once the plan is finalised there will be 3 SEN support and 2 EHCPs
- One child has received a 'yes to assess'. If a plan is given there will be 11 SEN support and 3 EHCPs in year 4

### **Identifying Special Educational Needs**

Pupil's needs may be categorized into five band areas, these include:

1. Cognition and Learning
2. Communication and Interaction
3. Social, Emotional and Mental Health
4. Physical and/or Sensory
5. Independence and Self Help

### **Early Identification**

We believe that early identification of special educational needs, whether it is social, emotional, physical, communication or a specific learning difficulty, is crucial to the wellbeing of all pupils. To support us in our early intervention we:

- Carry out home visits for all new pupils and nursery visits for all Reception pupils
- Attend all transfer reviews for all pupils with SEND transferring to us
- Hold parent meetings for new pupils where key people including the SENDCo are available to discuss the provision for their child

These allow us to meet the parents and give us the opportunity to discuss their child's strengths and needs. This allows for any additional resources, interventions or referrals to be made quickly. We:

- Provide the appropriate intervention e.g. small group support as appropriate
- We have a specialist teacher and speech therapist who works in the Trust

### **Identification**

Assessment of our pupils continues throughout their time with us. We do this by:

- Analysing assessment data to identify pupils who are not meeting age related expectations
- Referring to the Trust specialist teacher or speech therapist for assessments and advise
- Class teachers continually monitoring the pupils in their class through observations, discussions, marking and feedback.



- Adults can discuss concerns with the SENDCo, specialist teacher and speech therapist in school
- Liaising with parents
- Working closely with outside agencies such as the school nurse, the NHS, Educational Psychologist

### **Provision**

Any pupil identified on the SEN register receives additional support. Teachers plan interventions which are delivered by both teachers and teaching assistants. Base line assessments are made, targets set and the progress is measured through end of intervention assessments. We have a pastoral area where pupils with SEND work on interventions either 1:1 or in small groups in several dedicated spaces including a sensory / quiet room. In these groups the pupils develop academic subjects as well as social/emotional skills and the arts and their confidence. We have a specialist teacher and a speech therapist working in school each week to work with specific pupils, carry out assessments and advise teachers. Motor skills interventions target pupils with specific motor issues so that they get the regular support/the exercises they need. We work closely with many outside agencies in order to meet the needs of our pupils.

For further information, please see the School Local Offer on the SEN section of the school website.

The special educational needs and disability co-ordinator (SENDCo) is Ruth Hall and can be contacted on the school number 01282 435657 or by visiting school.

### **Complaints**

If any parent has any concerns regarding the education of their child with SEND, they should contact the school immediately and make an appointment to see either the SENDCo or class teacher. If a parent continues to have concerns, they should follow the school's Complaints procedures which can be found on the school website. All concerns will be dealt with sensitively and with the child's needs and care at the heart of our work.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services



- Making reasonable adjustments, including the provision of auxiliary aids and services

### **Needs of pupils on the SEN register**

Cognition and Learning

ASD

ADHD

Visually Impaired

Hearing Impaired

Downs Syndrome

Speech, Language and Communication

Fine and gross motor skills

Social Emotional and Mental Health

Physical and Sensory

### **Attainment and Progress of SEND Pupils 2023 – 2024**

#### **Key Stage 1**

81% of pupils with no SEN needs met the required standard in phonics. The national figure is 80%.

60% of pupils with SEN support met the standard in phonics.

All pupils who have not passed the Phonics Test will continue with phonics lessons and will be re-tested in year 2.

#### **Year 6 – 2024 results**

##### **READING**

	Cohort size	Achieved Expected Standard		Average score	
		School	National Benchmark	School	National Benchmark
<b>No SEN</b>	30	93%	83%	107.3	106.5
<b>SEN Support</b>	9	44%	Not available	99.0	Not available
<b>EHCP</b>	1	0%		89.0	



## WRITING

	Cohort size	Achieved Expected Standard	
		School %	National Benchmark %
No SEN	30	90%	83%
SEN Support	9	44%	Not available
EHCP	1	0%	

## MATHS

	Cohort size	Achieved Expected Standard		Average Score	
		School %	National Benchmark %	School	National Benchmark
No SEN	30	90%	83%	107.0	105.7
SEN Support	9	44%	Not available	96.0	Not available
EHCP	1	0%		93.0	

## READING, WRITING AND MATHS COMBINED

	Cohort	Achieved Expected Standard School %	Achieved Expected Standard National benchmark %
No SEN	30	90%	71%
SEN Support	9	44%	Not available
EHCP	1	0%	

## The 2024 – 2025 picture to date

40 pupils on the SEN register which is 14% of the school, of which:

SEN support – 27 pupils

EHCP – 13 pupils + 2 EHCP applications with Lancashire.

Boys – 18 SEN Support pupils and 9 EHCP Pupils

Girls – 9 SEN Support pupils and 4 EHCP Pupils

English as an additional Language (EAL) – 13 SEND including EHCP pupils



**Provision in addition to quality first teaching:**

Qualified speech and language therapist, in school one day a week working 1:1 and in small groups delivering speech therapy.

Two Teaching Assistant with ELKLAN qualification, to provide speech and language support as directed by the speech therapist.

Specialist teacher in school one and a half days a week working 1:1 with pupils, supporting Individual Learning Plans and offering CPD.

Specific motor skills support for targeted pupils.

Teaching Assistant support for EHCP children in class.

TAs take small groups to target phonics, maths and English in KS1 and KS2.

Director of Primary Inclusion Manager, Mrs Smalley overseeing provision in the primary schools in the Trust.

