Pendle
Education Trust

Casterton Primary Academy

Policy/Procedure/Guideline:	Special Educational Needs and Disability (SEND) Information Report
Senior Manager Responsible:	Mrs Ruth Hall
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Place of Registration: England and Wales

Dear Parents and Carers,

The aim of this information report is to explain how we implement our Special Educational Needs and Disability (SEND) policy and show you how this support works in our school.

If you want to know more about our arrangements for SEND, please read our SEND policy. You can find it on our website or you can contact the school office to ask them to send you a copy of the policy.

If there are any terms, we have used in this information report that you are unsure of, you can look them up in the glossary at the end of the report.

What types of special educational needs does the school provide for?

At Casterton Primary Academy we believe it is essential to provide a well-balanced, challenging curriculum for all children. We are committed to ensuring that all children, including those with special needs and disabilities, receive their right to a high quality, accessible and balanced curriculum. Within our mainstream setting, we aim to reduce barriers to progress by making reasonable adjustments to the curriculum, the environment and to resources so that all children can learn alongside each other.

We can make provision for children with a wide range of Special Educational Needs and Disabilities (SEND). These generally fall into four main areas:

- **Communication and Interaction Needs:** This includes children who may struggle with speaking, understanding, or interacting with others. Examples include Speech, Language, and Communication Needs (SLCN) and Autism Spectrum Condition (ASC).
- **Cognition and Learning Needs:** This covers children who learn at a slower pace than their peers, or who have specific difficulties with certain areas of learning. Examples include Moderate Learning Difficulties (MLD), Specific Learning Difficulties (SpLD) such as dyslexia, dyscalculia, and dyspraxia.
- **Social, Emotional, and Mental Health Needs (SEMH):** This refers to children who may find it hard to manage their emotions, build relationships, or behave in school. Examples include Attention Deficit Hyperactivity Disorder (ADHD), anxiety, and attachment difficulties.
- **Sensory and/or Physical Needs:** This includes children with visual impairments, hearing impairments, multi-sensory impairments, and physical disabilities that may require extra support or equipment.

Our admissions policy reflects our commitment to inclusion, ensuring that children with SEND are considered fairly and are provided with the necessary support to access our curriculum and school environment.

Which staff will support my child and what training have they had?
Inclusion at our school is the role of everyone. Your child will be supported by many adults, however, below is a list of people with specific responsibilities for special educational needs:

Special Educational Needs and Disabilities Coordinator (SENDCo) Our school SENDCo/Director of SEND is **Mrs Ruth Hall** She is a qualified teacher with the NASENCO award and has several years of experience as both a teacher and as a SENDCO. She works 3 days a week at Casterton Primary Academy.
Specialist Teacher Our school Specialist Teacher is **Mrs Ellie Lorenzo**. She is a qualified teacher, has her NASENCO award and NPQH. She works 1 day a week at Casterton Primary Academy
Speech Therapist Our qualified speech therapist is **Mrs Olivia Nuttall.** She has a BSc in Speech & Language Therapy as well as a wealth of professional qualifications gained when working in the NHS. She works one day a week at Casterton Primary Academy. Our Speech and Language Teaching Assistant is **Mrs Amy Ansell** who is trained ELKLAN level 3. She works 1 day a week supporting speech and language.
SHINE Room **Miss Georgia Deaton** and **Mrs Michelle Cocker** support in our Shine Room aided by a specialist teacher, a SALT and the SENDCO. The children who use this room, have evidenced that they struggle to access the mainstream class they have been allocated and need considerable adaptations and support. They return to the mainstream classroom whenever possible.

What should I do if I think my children has special educational needs?
If you think your child has special educational needs, please don't hesitate to speak with us:

Tell us about your concerns	We will invite you to a meeting to discuss them	We will decide whether your child needs SEN support
If you think your child might have special educational needs, the first person you should tell is your child's teacher/ form tutor. This can be done at the start or end of the school day when you see your teacher or by contacting the school office to arrange a time to speak to them They will pass the message on to our SENDCo, Ruth Hall, who will be in touch to discuss your concerns. You can also contact the SENDCo directly by contacting the school office on 01282 435657	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.	If we decide that your child needs special educational needs support, we will put it in place and monitor the impact Should any further action be needed, we will meet again and discuss the next steps, which could be adding your child to the school's SEND register and/or inviting other agencies to assess your child.

How does the school identify Special Educational Needs?
We believe that early identification of special educational needs and working closely with parents/ carers is crucial to the wellbeing of all children. The earlier we act and adapt our provision; the sooner we can resolve concerns and help children towards success.

We identify children who might need extra help through regularly assessing the progress of all children through informal observations and formal assessments. These help us understand *what* a child is finding challenging and *why*. We regularly track each child's progress against their expected learning goals. If a child is consistently struggling to meet these, or if their difficulties are significantly different from their peers, it flags a potential need for extra support.

The first response would be high quality teaching targeted at their areas of needs and difficulties from the class teacher, using additional adapted resources.

Where progress continues to be less than expected the teacher will work with the SENDCo to provide appropriate adaptations and/or interventions. We work very closely with the people who already know them including parents/carers, previous settings and with our specialist staff and use the information available to identify the possible barriers to learning and implement strategies.

How will I be involved in decisions made about my child's education and how will their voice be heard too?

We are a child and family centred school and believe that children and parents/carers should be at the heart of all decision making about the child. When we assess special educational needs, we discuss with parents/carers if their child's understanding and behaviour are the same at school and home; we take this into account and work with our parents so that we are helping their child in the same way and helping them make progress. Where appropriate, in line with our graduated response, we will write and review targets with your child and parents/carers, a copy will always be available to all.

We will provide reports on your child's progress through either parents' evenings or reports home. During these times, we will discuss the support we put in place to help your child make progress and review this. We know that you're the expert when it comes to your child's needs and aspirations and are fully committed to working as a team. We want to make sure you have a full understanding of how we are trying to meet your child's needs, so that there is consistency both at home and school.

We also want to hear from you on how the support we are providing is impacting your child outside school. If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. 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 us.

We always look for opportunities to include your child's voice too. How we do this will be different for each child depending on their age and needs.

How will the school adapt its teaching for my child?

Your child's teacher is responsible and accountable for the progress and development of all the children 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 in every year they are at our school. We will adapt how we teach to suit the way your child works best. There is no '1 size fits all' approach to adapting the curriculum, we work to make sure the adaptations we make are meaningful to **your** child.

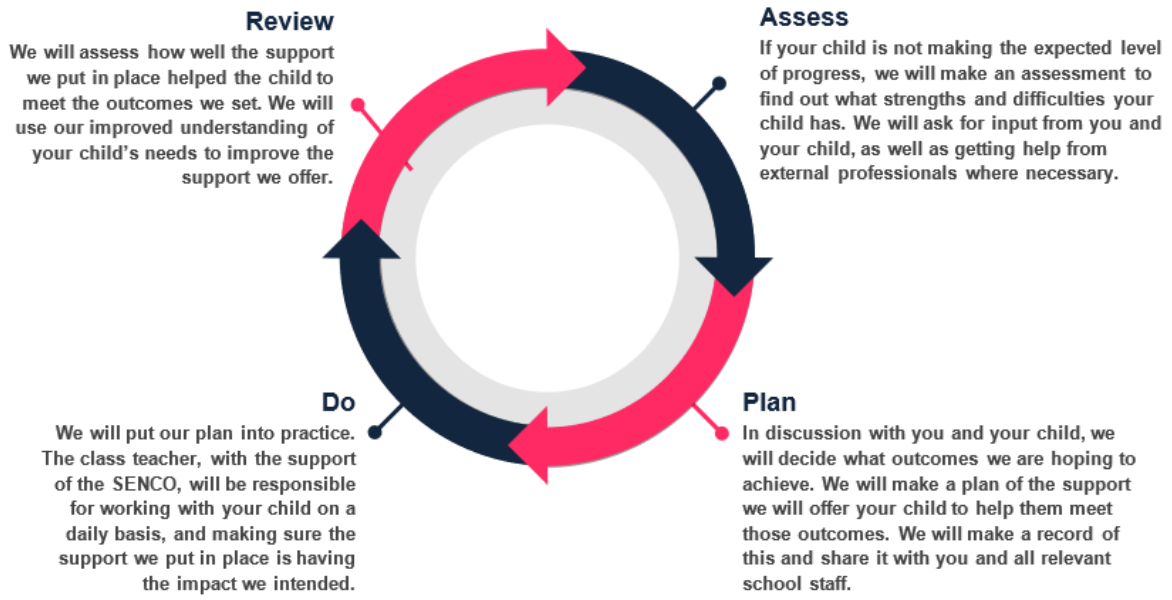
Our curriculum celebrates different learning styles and supports inclusion to address the needs of all children. We give children the opportunity to record their work in a range of different forms, which suits their needs and enables them to experience success. Our curriculum aims to bring learning to life and wherever possible enables the child to experience and be a part of their learning.

We encourage educational visits for all and arrange for visitors to come and enable all children to access and benefit from this learning. We are always striving to be an inclusive school. Teachers adapt their teaching and the learning environment constantly to cater for each child's academic and physical needs.

When appropriate, staff are deployed to give children additional support for their academic and/or physical need in small groups inside and outside the classroom, or to provide one to one support. Teachers assess children's progress and discuss this at termly meetings with the Senior Leadership Team. This will help formulate next steps to support a child's progress.

How will the school assess and review my child's progress to evaluate the effectiveness of the provision?

We follow the graduated approach to identifying, meeting and assessing your child's 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 monitor the intervention so that 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 child has made progress, they may no longer need the additional provision. For others, the cycle will continue, and the school's targets, strategies and provisions will be revisited and refined.

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

Between years

For transitions between school years, we hold an end-of-year meeting attended by both your child's current and future teachers to discuss your child's specific needs. To help prepare your child for the transition, we arrange 2 days with the incoming teacher during the final weeks of the summer term. This enables your child to get to know their new teacher, the new routines and feel confident when they return after the summer break.

Between schools

When your child moves to a new school, we collaborate with parents and the new SENDCo at the school in order to share information and ensure a smooth transition.

For the transition from nursery to EYFS we meet with the nursery staff/SENDCO to discuss the needs of all children and join any planned review meetings. We visit parents and children at

home to find out as much information about the child's needs and any external professionals already working with the child so that we can work collaboratively on supporting the child from an early date.

For the transition from primary to secondary school, our SENDCo meets with the receiving secondary school's SENDCo to discuss the needs of all students on the SEND register. Additionally, we look to arrange additional transition sessions with the secondary school, if required and invite the SENDCo to any EHCP/transition reviews during the final term.

How will the school resources be secured for my child?

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

- Extra equipment or facilities
- More support staff hours
- Further training for our staff
- Internal/External specialist expertise
- Regular reviews of the funding through the EHCP process, should your child have one

If this is the case, we consult our specialist teacher and/or other appropriate agencies to gain recommendations on what will best help your child access their learning. This may require an Education Health and Care Assessment with a view to obtaining extra funding.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority via an Educational Health Care Plan application.

How will the school make sure my child is included in activities alongside pupils who don't have special educational needs?

Our children with SEND are given the same opportunities as their peers, with adaptations made where required. We strive to ensure that all our trips and extra- curricular activities are fully inclusive and work with parents/carers and external professionals to ensure this where needed. Risk assessments will be carried out when necessary and shared with you.

How does the school support children with disabilities?

To ensure all children, including those with disabilities, are treated equitably, our school is committed to taking proactive steps to prevent discrimination. Our school's accessibility plan is available on our website and outlines how we support children with disabilities to fully access the curriculum, improve the physical environment and enhance access to information. We believe that by creating an inclusive and supportive environment, we empower every child to reach their full potential.

How will the school 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 a club to promote teamwork/building friendships.
We have a 'zero tolerance' approach to bullying.
We have a Family Support and Wellbeing Leader, who can provide in-school pastoral support and access the Mental Health Service for further support if needed.

What support is in place for looked-after and previously looked-after children with special educational needs?

Our designated teacher is Mr Raz Taj (DSL). You can contact him via the school office Our designated teacher takes lead responsibility for promoting the educational achievement of looked-after and previously looked-after children at our school. They are your initial point of contact for any of the matters set out in the section below.

Our designated teacher will make sure that all teachers understand how a looked-after or previously looked-after children's circumstances and their special educational needs might interact, and what the implications are for teaching and learning.

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

What should I do if I have a complaint about my child's special education needs support?

Our school is fully committed to supporting your child and working with you to best achieve this. If you have any concerns or complaints about your child's support, we urge you to contact the school's SENDCo or Principal in the first instance. If you are not happy with this response, then please refer to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the child 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 school has discriminated against your child because of their special educational needs, 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-school/disability-discrimination

What support is available for me and my family?
If you have questions about special educational needs and disabilities, 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 Lancashire's local offer:
https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/

Our local special educational needs and disabilities information advice and support services SENDIASS, can be accessed via
https://lancssendias.org.uk

Local charities that can offer support are
https://burnleyfccommunity.org/disability/
https://springnorth.org.uk/asdsupport/
https://canw.org.uk

National charities that offer information and support to families of children with SEND are:
IPSEA
SEND family support
NSPCC
Family Action
Special Needs Jungle
Barnardos www.barnardos.org.uk
https://www.lancashire.gov.uk/children-education-families/special--educational-needs-and-disabilities/getting-help/carer-support/special-educational-needs-and-disability-websites/

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/adaptations** – 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 school or local authority due to SEN
- **Graduated approach** – an approach to providing SEN support in which the school 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 school must make to remove or reduce any disadvantages caused by a child's disability

- **SENDCo** – the special educational needs and disabilities co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school 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, schools or institutions or life stages

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