

**SEN and Disability
Local Offer: SEN and
Disability Local
Offer:Primary
Settings Mainstream,
Short Stay Schools,
Special Schools and
Academies**

Name of School:
Casterton Primary
Academy School
Number: 12505

School/Academy Name and Address	Casterton Primary Academy, Thames Avenue, Burnley, Lancashire BB10 2PZ		Telephone Number	01282 435657
			Website Address	www.castertonprimaryacademy.co.uk
Does the school specialise in meeting the needs of children with a particular type of SEN?	No	Yes	If yes, please give details:	
	X			
What age range of pupils does the school cater for?	4 - 11			
Name and contact details of your school's SENDCO	Mrs Ruth Hall 01282 435657			

Name of Person/Job Title	Mrs Ruth Hall SENDCO		
Contact telephone number	01282 435657	Email	rhall@castertonprimaryacademy.co.uk

I confirm that our Local Offer has now been published on the school/academy website.

Please give the URL for the direct link to your school's Local Offer	www.castertonprimaryacademy.co.uk		
Name	Mrs Ruth Hall	Date	20.3.2026

Accessibility and Inclusion

What the school provides

- ☐ How accessible is the school environment?

The school office can be accessed via a ramp. Early Years and Key Stage One can be accessed by a pathway at the front of the building on Thames Avenue. The rest of the school entrances can also be accessed by a pathway at the front of the building on Thames Avenue. Internally, all the classroom and facilities can be accessed on a single level. Parking is on the street and there is no possibility of a drop point close to the school entrances. There are disabled toilets available on the same level as all the classrooms.

- ☐ How accessible is your information?

There are parent notice boards at the front of the school. Displays in the office area are kept up to date with information about the school and events in the local area. Policies and procedures are on the school website and are given to parents when requested. Bilingual staff in school are available to translate conversations and help to ensure good communication with parents. New families are met in order to gain information about the needs of the child and the parents e.g. if larger print letters are needed and if there are hearing/sight/mobility issues that we need to be aware of in order to make reasonable adjustments.

- ☐ How accessible is the provision?

Picture cues are used to support labels. Special tables or chairs are used where staff or children need specific support. Differing learning styles are used to suit the needs of the children e.g. kinaesthetic

- ☐ Do you have specialised equipment (e.g.; ancillary aids or assistive technology?)

Care plans are written as necessary to support children who need to use specific equipment e.g. standing frame, specialist seating and specialist outdoor equipment, Braille machines and assistive technology.

Teaching and Learning

What the school provides

- What arrangements do you have to identify and assess children with SEN?

Before starting at school visits to the nursery are carried out by the SENDCO and foundation manager in order to highlight children with specific needs. Home visits gain further information about the needs of the families. All children are assessed on entry, further assessments undertaken if additional needs are identified. If a child joins the school during the school year, teachers are supported through initial stages by the SENDCO to access and implement strategies to support the child. This is inline with the Code of Practice (2014).

- What additional support can be provided in the classroom?

Each year group has a TA to support children. Various support programmes are implemented according to their individual needs. Children are also supported with additional professional support within the classroom e.g. speech therapist, specialist teacher or sports coach.

- What provision do you offer to facilitate access to the curriculum and to develop independent learning?

Children are encouraged to be independent learners through encouragement and resources that support this. When necessary, learners are provided with a fully differentiated curriculum aimed at supporting their learning needs and the closing the attainment gap. All children are provided with communication friendly classroom in order to promote understanding and thus independence.

- What SEN and disability and awareness training is available to all staff?

SEND training is given as prioritised by the SLT and through consideration of the emerging needs within the school environment. During the last year, staff training has included autism, Speech and Language interventions (ELKLAN), phonics, social stories and adaptive teaching and the use of AI technology to support SEND.

- What staff specialisms/expertise in SEN and disability do you have?

Our Trust has a qualified Speech and Language Therapist. We also have a specialist teacher, who works at two of the primary schools within the trust. We also have well trained support staff.

- What ongoing support and development is in place for staff supporting children and young people with SEN?

CPD is updated according to need. Specialist teachers offer support and training for children with a high level need along with the speech and language therapist who works alongside staff and the NHS to offer specific training when needed.

- What arrangements are made for reasonable adjustments and support to the child during tests and SATs?

Access arrangements are sought for children with additional needs e.g. reader, extra time, separate rooms to allow movement, enlarged scripts etc.

- How well does your SEN provision map illustrate the range and level of support for individual pupils or groups with similar needs and the resources allocated to meet those needs?

Our provision map shows a wide range of support for children with a variety of academic and non -academic needs.

Reviewing and Evaluating Outcomes

What the school provides

- What arrangements are in place for review meetings for children with Education, Health and Care (EHC) Plans?

Reviews are held for children with an EHC Plan annually, this is in line with the Code of Practice (2014). If needed, early reviews can be held. This is a child centred process. Individual Education Plan reviews are held after each assessment week and are discussed with all stakeholders.

- What arrangements are in place for children with other SEN support needs?

During termly learning progress meetings, the trackers are discussed in order to assess progress and future support which may be needed, the SEN register is updated at this point, the provision map is evaluated to ensure all possible interventions are being utilised fully.

- How do you assess and evaluate the effectiveness of the provision you make for children and young people with SEN and Disability?

During termly progress review meetings, the trackers are discussed in order to assess progress and future support that may be needed. In addition to the quantitative assessments used, qualitative feedback is also used to inform, assess and evaluate the provision that is in place.

Keeping Children Safe

What the school provides

- How and when will risk assessments be done? Who will carry out risk assessments?

All necessary risk assessments are carried out. Health and safety risk assessments are carried out by SLT and the site supervisor while educational visits risk assessments are completed by staff and authorised by the EVC and the Principal. In light of the Covid 19 pandemic, risk assessments are carried out in line with government regulations and updates. These assessments are carried out by SLT on the advice of the specialist involved in creating a safe school learning environment.

- What handover arrangements will be made at the start and end of the school day?

At the beginning of the school day children come straight into school at 8.50am. At the end of the school day, children are collected from the classrooms external doors. This is monitored by staff. Older children can walk home alone, if written permission has been given by the parents. All other children wait with staff to be collected by a parent. Following the COVID 19 pandemic, where necessary arrangements could be changed in line with the latest government guidelines. Parents will be informed of these changes when they occur.

- What arrangements will be made to supervise a child during breaks and lunchtimes?

Six Lunchtime staff monitor the children during lunchtimes. In addition, all teaching assistants work half of the lunchtime in a rota to provide additional support. Children with specific needs may be allocated a teaching assistant to support them during the lunch break. For children with additional needs or an EHC Plan, named support is allocated so that a child with additional needs is always fully supported.

- How do you ensure a child stays safe outside the classroom? (e.g. during PE lessons, school trips)

Health and safety and educational policies are in place and followed. Children may also be supported with additional, named adult support. In addition, where necessary, children will also have pre-teaching support to enable them to be in the environment safely.

- Where can parents find details of policies on anti-bullying?

Policies can be found on the school website and copies are given on request.

Health (including Emotional Health and Wellbeing)

What the school provides

- ☐ How do you manage safe keeping and administration of medication?

There is a strict medication policy. Forms need to be completed and approved in every case.

- ☐ How do you work with a family to draw up a care plan and ensure that all relevant staff are aware of the plan?

Care plans are completed with parents and if necessary the school nurse. Relevant staff are informed verbally and written information given. Regular asthma and other medical conditions updates are given by the school nurse. All care plans are reviewed annually, or more frequently if there is a change in circumstances alongside health professionals and parent.

- ☐ What would the school do in the case of a medical emergency?

Call 999, inform senior member of staff and parents

- How do you ensure that staff are trained/qualified to deal with a child's particular needs?

The school nurse provides staff training for specific medical needs in school and what to do in an emergency.

- Which health or therapy services can children access on school premises?

School employs a Speech and Language Therapist and a Specialist Teacher. The school also engages specialists from the county and the NHS depending on need.

Communication with Parents

What the school provides

- How do you ensure that parents know “who’s who” and who they can contact if they have concerns about their child/young person?

The website lists the staff at school and their areas of responsibility. Parents can ask at the office and will be directed to the correct member of staff. In addition, in the reception area, notice boards visually identify all members of staff along with their respective positions.

- How do parents communicate with key staff (e.g. do they have to make an appointment to meet with staff or do you have an Open Door policy?)

Teachers are at the external classroom doors at the end of the school day and can be approached to arrange times to discuss their child or ask questions. Any problems can be dealt with at the office or appointments made to see senior members of staff.

- How do you keep parents updated with their child/young person’s progress?

Parent’s evenings are held twice a year and there is an open afternoon where the child’s work can be seen and discussed. Parents are met throughout the year to discuss any issues that may arise. In line with the Code of Practice (2014), a minimum of three formal opportunities are given to caregivers so that they can discuss the progress of their child. In addition, written reports are given at the end of the year. A child with an EHC Plan, in addition to the above meetings, will have a formal annual review.

- How can parents give feedback to the school?

Parents can feed back via the parents’ evenings, parent groups, and parental questionnaires and at any time via staff.

Working Together

What the school provides

- What opportunities do you offer for children to have their say? e.g. school council

We have school ambassadors, pupil discussion as part of our termly monitoring plan and pupil questionnaires. Children with special needs are also asked for their opinion in the creation and review of their learning plans. Those children with an EHC are encouraged and supported to give their feedback at regular intervals as well as at their formal, annual review.

- What opportunities are there for parents to have their say about their child's education?

Parent questionnaires and during parent classes that are held to inform parents about how they can support their child. In addition, there are the formal opportunities such as parents' evening and annual reviews where feedback can be given.

- What opportunities are there for parents to get involved in the life of the school or become school governors?

Parents are invited for reading afternoons and stay and play afternoons. Vacancies for school parent governors are advertised on the website

- How does the Governing Body involve other agencies in meeting the needs of pupils with SEN and supporting their families? (e.g. health, social care, voluntary groups)

School works closely with health, speech and language, OT, social services and family support agencies.

- How do home/school contracts/agreements support children with SEN and their families?

Home/school contracts are completed with every new family to the school. In addition, where needed, the attendance contracts are implemented to ensure that children have full access to education they deserve.

What help and support is available for the family?

What the school provides

- Do you offer help with completing forms and paperwork? If yes, who normally provides this help and how would parents access this?

Support completing forms is given by bilingual TAs. When needed, the SENDCo or other support staff can be available to families who need additional support to fill out forms and paperwork.

- What information, advice and guidance can parents access through the school? Who normally provides this help and how would parents access this?

Parents can be signposted to support from outside agencies and from in school by office staff, the SENDCO or any other member of staff who can help. Parent notice boards also display information about support available.

- How does the school help parents with travel plans to get their child to and from school?

Support is given via the office staff

Transition to Secondary School

What the school provides

What support does the school offer around transition? (e.g. visits to the secondary school, buddying)?

School liaises with nursery schools and feeder High Schools. Staff visit the nursery and High School staff visit school. Transition activities at the High School are attended. Early support work is also put in place along with additional resources that enable the child to be fully prepared for the start of school. Children with EHCPs are fully supported in finding the best High School Provision available and staff from the new High School are invited to attend Annual Review Meetings. With the use of Provision Map, we can transfer all documentation securely to the high schools so they're aware of the needs prior to starting and provisions can be put in place.

Extra Curricular Activities

What the school provides

- Do you offer school holiday and/or before and after school childcare? If yes, please give details.

Children are offered a breakfast club and an after school club to support childcare. This service incurs a cost.

- What lunchtime or after school activities do you offer? Do parents have to pay for these and if so, how much?

A variety of clubs are held after school e.g. football, tag rugby and choir. Clubs provided by school staff are free.

- How do you make sure clubs and activities are inclusive?

All clubs are inclusive and, if needed, risk assessments are completed to ensure that all children can participate and extra staff provided to ensure children with SEN can attend.

- How do you help children to make friends?

We are an inclusive school and encourage children to get on with each other. We aim to promote a communication friendly environment that enable children with SEN to communicate fully with their peers. When needed this is supported through adult scaffolding and intervention.

Feedback

Through the year, there are two Parents' Evenings and there is an end of year annual report to parents. Parents may be invited into school to discuss their child's progress at any time and additional meetings are set up as required or as requested by parents to discuss particular aspects of a child's SEN. We particularly welcome information from parents about how their child learns best in order that it can be shared with those people who teach the child - progress and outcomes are also discussed during consultation meetings with professionals; parents are given a report and discussion takes place regarding the outcomes of any assessments/observations (e.g. with our speech and language therapist or with other specialist support teachers). The progress of children holding an Education Health and Care Plan is discussed at their annual review (interim reviews may also be called as necessary). At Y5 annual reviews transition to high school is considered with discussion involving parents and the LA where necessary. At Y6 annual reviews the SENDCO of the receiving high school is invited to attend. Parental survey forms are also used to obtain parents' views about their child's SEN, any support in place to address needs and any modifications to this support which parents feel may be appropriate.

