



Castor Church of England School SEND Information Report

Reviewed: October 2023



My name is Mrs Clarissa Day and I am the Special Needs Coordinator (SENDCO) and Inclusion Leader at Castor Church of England School.

Contact Details:

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Telephone: 01733 380280

Working days: Monday and Wednesday

For urgent inquiries please contact the office.



I can :

Offer advice about how to identify if your child has any special educational needs.

Suggest ways to support your child at home.

Make referrals to outside agencies.

Lead multi-agency meetings to make sure your child's needs are met in school.

Provide advice on any family needs and suggest who can help.

Our SEND Governor is Father David Ridgeway

Please contact the office if you wish to speak with him.

What to do if you have a concern about your child



Firstly, raise any concerns with your child's class teacher.

The SENCO (inclusion leader) and other senior leaders will always be happy to talk to you either face to face, by phone or by email.

If you are still not happy, please feel free to contact the Head teacher or SEND governor to discuss your concerns. You can do this by calling the school office

If you continue to have concern's please follow the school's Complaints Policy available on the website.

The **Class Teacher** is regularly available to discuss your child's progress or any concerns you may have including what is working well at home and school, so similar strategies can be used.

- Personal Progress Targets /APDRs will be reviewed with your involvement every term.
- Homework will be adjusted as needed to your child's individual requirements.

The **SENDCo** is available to meet with you to discuss your child's progress or any concerns/worries you may have.

- All information from outside professionals will be discussed with you with the person directly involved, or where this is not possible, in a report.

How will the school let me know if they have any concerns about my child's learning in school?

If your child is identified as not making progress, the school will set up a meeting to discuss this with you to achieve the following:

- Listen to any concerns you may have.
- Plan any additional support your child may need.
- Discuss with you any referrals to outside professionals to further support your child.

Types of SEN we provide for:

Communication and Interaction

- *Autism*
- Speech and Language (including language disorders, stammer and speech sound production)

Every child on the SEND register is labelled with one of these as their main need, although many children will have needs in more than one category.



Cognition and Learning

- *Dyslexia*
- *Dyscalculia*
- *Dyspraxia*
- *Moderate Learning Difficulties*
- Global developmental delay
 - Moderate Learning difficulties.



Social, Emotional and Mental Difficulties

- *ADHD*
- *Attachment*
- *Anxiety*
- *Mental health concerns*
- *Self-harm*



Sensory and/or physical needs

- *Vision/ hearing impairment*
- *Motor skill difficulties*
- *Hypermobility*
- Mobility difficulties (fine and gross)
- *Specific physical disabilities*

Policy for assessing and providing for children with SEND

<p>Step 2: Universal Targeted – Needs are not being met through QFT</p>	<ul style="list-style-type: none"> • First point concern form received by SENDCO and inclusion lead • Assess, plan, do, Review ‘ADPR’ put in place using resources from <u>within school</u>. • Advice sought from SENDCO and inclusion lead and members of SLT • Progress monitored through analysis of extra and additional support that has been given • Monitoring by Inclusion manager through individual observations of the child • Half termly ‘Structured Conversations’ with parent/carers to discuss progress of child and next steps- Class Teacher and Inclusion Manager to attend. • Use of additional assessments , where needed.
<p>Step 1 - Universal – has an identified additional need but is progressing well with the help of Quality first teaching.</p>	<ul style="list-style-type: none"> • All children who attend Castor Primary School are entitled to quality first teaching, which is differentiated to meet their needs. • Advice sought through Phase Leader and other teachers • Progress monitored through Pupil Progress Meetings and data captures • Monitoring by inclusion Manager through Learning Walks/ Book Scrutinises/ Pupil Interviews • Parent/carer evenings used by Class Teacher as a time to share what is working well and next steps. • Access training as appropriate for ECTs, qualified teachers and teaching assistants. • Whole school policies and procedures in place.

Policy for assessing and providing for children with SEND

<p>Step 4: Targeted Specialist – Child needs a range of outside specialist support.</p>	<ul style="list-style-type: none"> • Child has multi agency involvement • Child will be working towards, or will already have, a EHC plan. • Inclusion Manager to seek advice where necessary from outside specialists. • Training for adults involved in the care of the child to be regular. • Specialist assessments are used to recognise steps in learning. • Monitoring of the support given to the child through range of means and by a range of specialists. • Parent/carers are contacted frequently and kept up to date on the day to day progress through a key adult.
<p>Step 3: Targeted – Child needs resources and support from one or more outside agencies</p>	<ul style="list-style-type: none"> • Assess, plan, do, Review 'ADPR' in place and reviewed regularly using reports from outside agencies. • Advice sought by Inclusion Leader to outside agencies.. • Additional Training may be needed to support the child in school. • Additional arrangements and time will be needed in order for the child to receive specialist support. • Monitoring by Inclusion Manager and other outside specialists. • Complete CAF and start TAC

Identifying and assessing needs

Castor C of E follows the graduated approach to find out about this

HERE.

<https://www.youtube.com/watch?v=GQs6fFs8NB0>

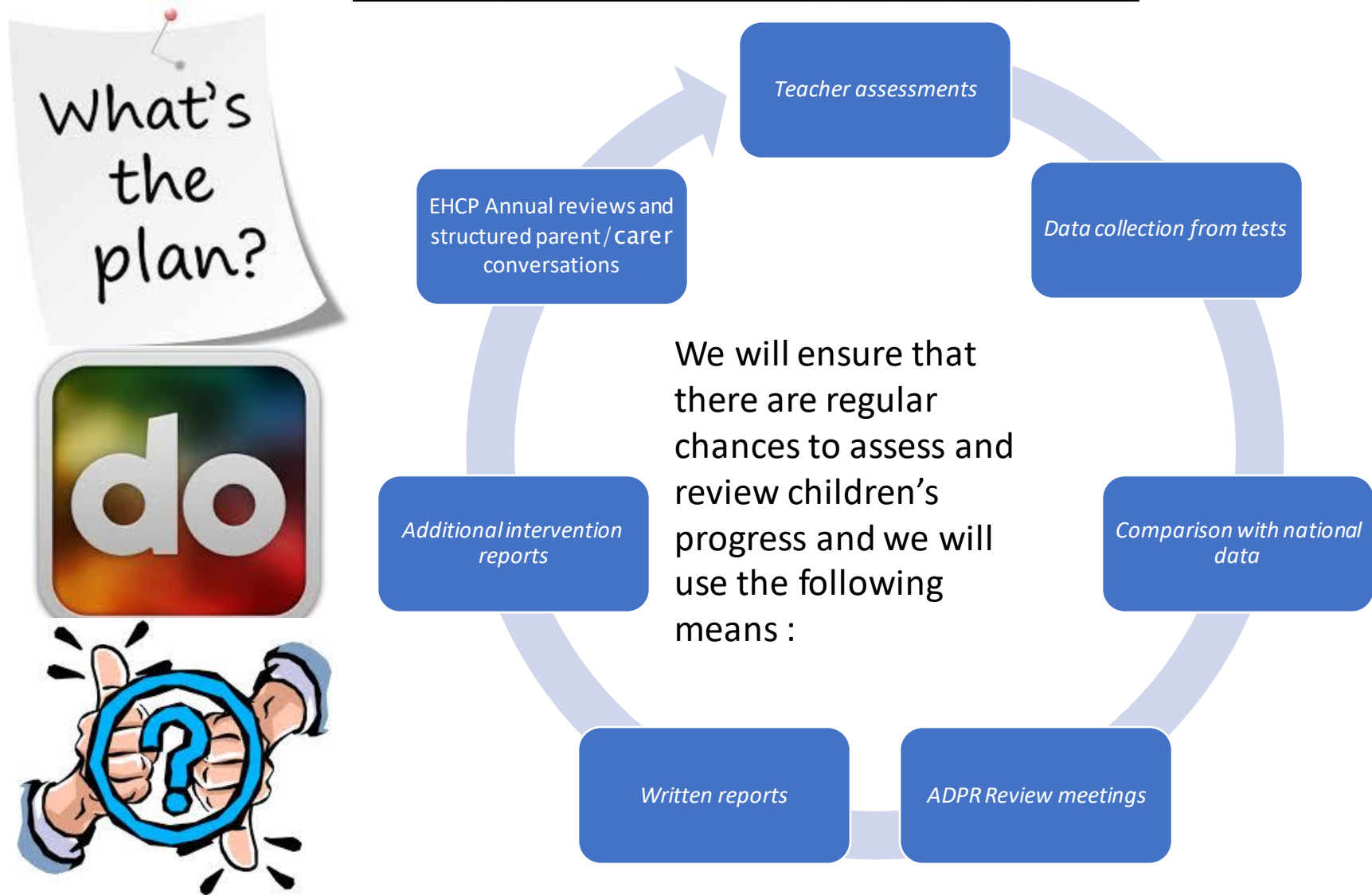


Pupils with SEND are identified in a variety of different ways, including the following:

- Listening to Parent/carer concerns.
- Listening to the concerns of the child.
- Concerns raised from professionals within the school.
- Observing the child.
- Carrying out additional assessments.
- Using school tracking data for reading, writing and maths.
- Seeking advice from outside agencies.
- Gathering Information provided by previous setting.
- Teachers will raise concerns about children who are having difficulties in their class.

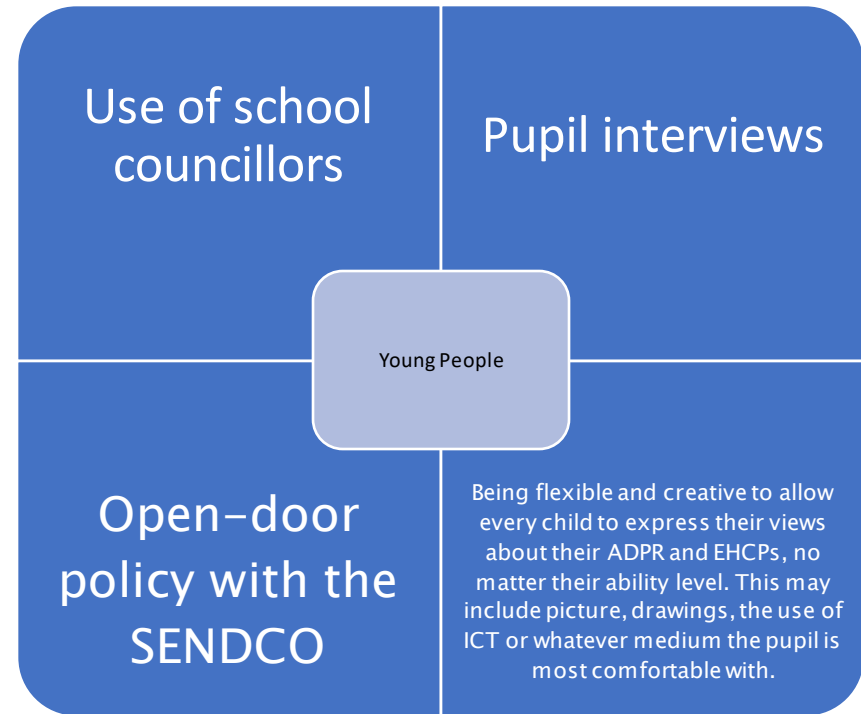
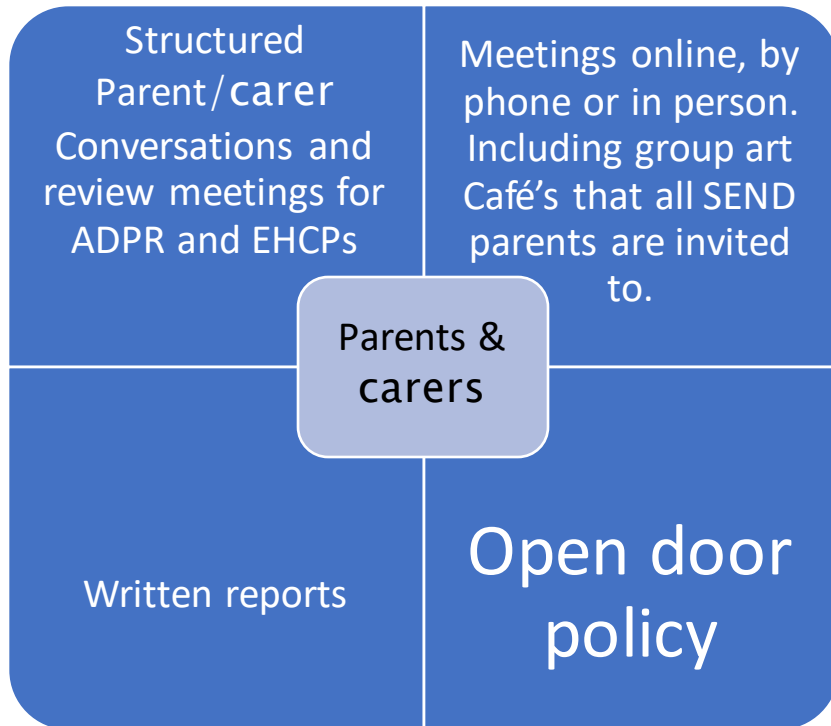


6. Assessing and reviewing pupil progress.



Consulting with/carers and young people.

*I ensure that we discuss any additional needs your child may have with all the right people.
This will include you, as the parent/carers and the children themselves.*



Who are the people providing SEND support services within the school?

<p>Occupational Therapy – the SENCo can refer directly to this service, but a referral can come from a GP or paediatrician.</p> <p>Physiotherapy Team</p>	<p>Support for Learning Ltd – an SEN consultant carries out assessments within the school setting. The assessments outline a child's strengths and weaknesses and can identify specific learning difficulties e.g. Dyslexia</p>	<p>Educational Psychologist – an Educational Psychologist assesses, observes and facilitates interventions within the school setting to provide advice on educational needs.</p>	<p>Speech and Language Therapy Service – pupils can be referred and seen by appointment or assessed in the school setting. SALT programmes are provided for and sometimes monitored by a therapist.</p>
<p>School Nursing Team – they can provide support within the school setting or the family home.</p>	<p>Visual Impairment Service – they provide advice to the school about how to support a pupil with a visual impairment</p>	<p>Hearing Impairment Service – they provide advice to the school about how to support a pupil with a hearing impairment</p>	<p>Community Paediatrician (NHS) – Family GP or SENCo can refer for medical advice and can diagnose specific difficulties such as ADHD & Autism.</p>
<p>Early Help Assessment (EHA) - Parents may be referred for additional support for their children. This is also the first step before children can be referred for ADHD or Autism.</p>	<p>Neurodevelopment – Diagnosis for ADHD and Autism. Please see Early help Assessment.</p> <p>Autism Advisory Teacher Service – school can request support for a child diagnosed with Autism</p>	<p>Child and Mental Health Service (CAMHS) – support can be provided by a paediatrician</p>	<p>Behaviour panel and SEND Behaviour Panel – school can request support if a child is on the brink of exclusion</p>
<p>Deaf and hard of hearing and physical disabilities specialist teachers</p> <p>Sensory circuit specialist – Mrs Merry who delivers this to pupils in the morning and other TAs support with movement breaks throughout the day.</p>	<p>Sensory and physical support service - work to ensure children and young people who have a vision, hearing and/or physical disability have their needs met and are heard in an educational setting</p> <p>Specialist PE Staff available at lunch times to help children work through unstructured time successfully.</p>	<p>SEND hubs for various Special education needs across the city.</p> <p>School and/or specialist urology Nurse</p>	<p>Additional information can be found about the local offer at:</p> <p>https://fis.peterborough.gov.uk/kb5/peterborough/directory/localoffer.page?familychannel=8-6</p>

How will we support your child's emotional and social development?

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioral difficulties, anxiousness, and being uncommunicative.

All classes follow a structured PHSE (Personal, Health, Social and Economic education) curriculum to support this development. However, for those children who find aspects of this difficult we offer

- A TA who acts as a mentor to children who is a 'safe' person to talk to.
- Individualised behaviour plans.
- Lunchtime and playtime support through planned activities and groups.

If your child still needs extra support, with your permission the SENDCo will access further support through the Early Help process.

How is extra support allocated to children and how do they progress in their learning?

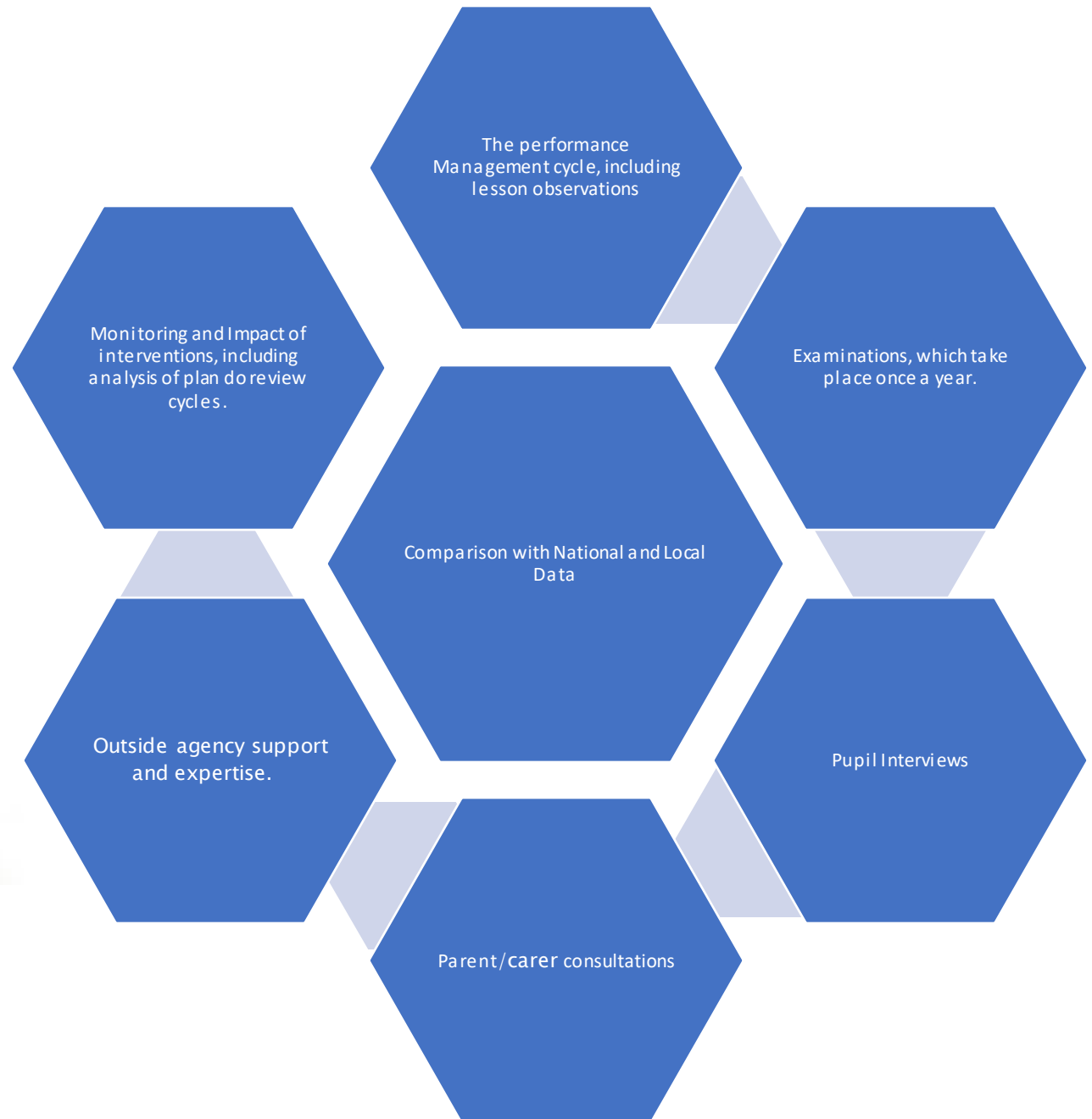
The school budget, received from Peterborough LA, includes money for supporting children with SEND.

- The Head Teacher decides on the deployment of resources for Special Educational Needs and/or Disabilities, in consultation with the school governors and the SENDCo on the basis of needs in the school.
- The Head Teacher and the SENDCo discuss all the information they have about SEND in the school, including the following:
 - the children getting extra support already,
 - the children needing extra support,
 - The children who have been identified as not making as much progress as would be expected.

From this information, they decide what resources/training and support is needed.

The school identifies the needs of SEND pupils on a provision map. This identifies all support given within school and is reviewed termly with parents and the pupils. Changes to these plans are made as needed.

Evaluating Provision



How do we help manage transitions?

Part 1

We recognise that transitions can be difficult for a child with SEND, and we take steps to ensure that any transition is as smooth as possible.

If your child is joining us from another school:

- The SENDCo will visit previous school or pre-schools with the EYFS Leader when appropriate.
- If your child would be helped by a social stories book to support them in understand moving on, then one will be made for them.
- Your child will be able to visit our school and stay for an extra taster session(s) if this is appropriate.
- SENCo contacts the previous school to discuss the particular needs and support the child has received.
- Home visits with parental permission where appropriate.

When moving classes in school:

- Information will be passed on to the new class teacher in advance and a planning meeting will take place with the new teacher. APDRs will be shared with the new teacher.
- If your child would be helped by a social stories book to support them in understand moving on, then one will be made for them.

How do we help manage transitions?

Part 2

In Year 6:

- The SENDCo will discuss the specific needs of your child with the SENDCo of the child's secondary school. In most cases, a transition review meeting to which you will be invited will take place with the SENDCo from the new school. Including the future aspirations and strengths of the children to help inform possible future employment.
- Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.
- Where possible, your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.
- If your child would be helped by a social stories book to support them in understand moving on, then one will be made for them.

Please note if your child has an EHCP, you should begin to look at secondary schools in year 5, as we will look to name a school by the end of the year during their summer annual review.

What is an EHCP?

An Education, Health and Care plan (EHC plan) is a legal document which describes a child or young person's aged up to 25 special educational needs, the support they need, and the outcomes they would like to achieve. This is only approved by city council if they need more support than a regular Special education child.



Click [HERE](#) to watch a video on what an EHCP is.

Schools, medical professionals and parents can all apply for an EHCP assessment.

Engagement in all activities

We are an inclusive school. This means that all of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s).
All pupils are encouraged to take part in sports day/school plays/special workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability. We will always:

- Make arrangements for the admission of disabled pupils
- Take steps to prevent disabled pupils from being treated less favourably than other pupils
- Consider and improve facilities we provide to help disabled pupils access your school
- See more information in the school accessibility plan on the school website



Quality 1st Teaching

During the planning stages we set out a fun and engaging curriculum to engage all children in their learning, whatever their needs. Our teachers have a duty to plan and deliver lessons based on their knowledge of their pupils and by adapting lessons quickly, so that all children can receive the best outcomes.

Where appropriate we will provide the following to support children in their learning:

Support staff, under the direction of the class teacher, can adapt planning to support the needs of your child where necessary.	Larger or specific font where appropriate	Flexible groupings Specific resources and strategies will be used to support your child individually and in groups.	Utilizing sound fields where appropriate
A wide range of visual, kinesthetic and multi sensory resources.	Appropriate teaching strategies to match children's strengths e.g., hands on, visual, multi-sensory	Breaking down work for children into small chunks. Using small steps with children, work in chunks, work breaks, extra processing time	Access to Chromebooks and the use of Clicker 7
Specialist equipment eg sloping boards, pencil grips, calming/fiddle toys, seating cushions, coloured overlays	Individual timetables/schedules	Interventions that will allow the child to further access the curriculum.	Interventions recommended by the local agencies.

Class teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are met.

- Planning and teaching will be adapted, on a daily basis if needed, to meet your child's learning needs.
- Your child's progress will be continually monitored by his/her Class Teacher.
- His/her progress will be reviewed formally by the Class Teacher every term.
- The progress of children with a statement of SEND/EHC Plan will be formally reviewed at an Annual Review with all adults involved with the child's education.
- The SENDCo will also check that your child is making good progress with individual work and in any group that they participate in.
- Regular book scrutinies and lesson observations will be carried out by the SENDCo and other members of the Senior Leadership Team to ensure that the needs of all children are met and that the quality of teaching and learning is high.

Test Access Arrangements

At the end of each Key Stage (i.e. at the end of year 2 and year 6), all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do; the results are published nationally.

Most children will not be entitled to any further support with their SATs.

However, in some cases where a child is on our SEND register, regularly receives access arrangements in the classroom and has the relevant evidence to prove need they may be provided with one or more of the things listed below. **We will let you know if this applies to your child.**

1. Scribe
2. Reader
3. Extra time
4. Large print
5. 1-1
6. Break out room
7. Movement breaks
8. Technology

Where necessary, children, who have high needs and are unable to access the SATs materials, will be disapplied.

Staff Training – Part 1

The SENDCo's job is to support the class teacher in planning for children with SEND.

- The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on SEND issues.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.

Please contact the SENDCO if you as a parent would like to attend training about a particular subject. I can keep an eye out for courses you can attend as well. These are sometimes in person and other times online, so please let me know if you have a preference.

Staff Training – Part 2

Relevant staff have completed the following levels of Training

SENDSCO: Clarissa Day - National SENDSCO Award, Attachment and Trauma training, Creative parenting training with PHACE, Moving and handling Training, catheter training, Blank levels training

Other relevant staff have completed the following training.

- Moving and handling Training
- STEPS Training
- catheter training

We plan to undertake the following training with our staff: ELSA Training for one TA, Precision teaching training, Speech and language training, Using technology effectively for dyslexic children, Autism training, ADHD training, STEPS Training for more staff, EHA Training for two members of SLT.

Support for improving emotional and social development. Include extra pastoral support for children with SEN and measures to prevent bullying

At Castor Church of England school we value the voice of all of our children and recognize that our SEND children may find it more difficult to express themselves to an adult. We endeavour to use a variety of strategies to help the pupils at our school. All children will be listened to, and issues addressed promptly and where applicable we will follow the behaviour policy and follow the STEPS approach to ensure bullying is prevented.

A member of staff will use social stories, emotion faces and pictures to help non-verbal children express their concerns and ask for help dealing with social situations to avoid them escalating.

Social skills groups

Having our conversations in different environments like a quiet break out space, small groups or while completing an activity.

Teachers will promptly address and correct racist, homophobic or sexist remarks.

Tell them that together you will make it stop and record all your actions.

Make sure they know they can call a helpline like Childline at any time.

How are looked after children supported at Castor Church of England School.

A child who has been in the care of their local authority for more than 24 hours at any point in their life is known as a looked after child. Looked after children are also often referred to as children in care, a term which many children and young people prefer.

- Our school will create a safe, caring and respectful school and classroom environment to help children and young people develop healthy, safe, reliable adult attachments and build resilience.
- We will work closely with their adults at home, relevant professions and the child to track and make reasonable adjustments during periods of change and transition.
- Be sensitive during curriculum topics relating to family trees
- Ensure that this is considered during all APDR cycles.
- Refer to local agencies when outside support is needed to address the pupils mental and physical health.

How accessible is the Castor Church of England school?

Our school has an adopted accessibility policy

- All areas of the school are accessible by wheelchair. Ramps are provided near stepped areas and one disabled parking bay is available in the staff car park.
- Accessible toilet facilities are available by the school hall.
- There is a hygiene suite where changing facilities are available.

If you have specific access queries or concerns please speak with us

Please see our accessibility plan for future plans.

2. The schools SEN policy can be found :

[Click HERE for the schools SEND policy](#)



[Click HERE for the DFE SEND Code of Practice](#)



Department
for Education

Where else can I get advice?

SENDIASS

Telephone

01733 863979

E-mail

sendiass@peterborough.gov.uk

The SEND Information Advice and Support Service (SENDIASS) Offers impartial information, advice and support to parents/carers of and children/young people with Special Educational Needs and Disabilities.



Access to the local Authorities: SEND Information Report

The Local Authority's Local Offer is can be found at

<https://fis.peterborough.gov.uk/kb5/peterborough/directory/localoffer.page?familychannel=8>

Education (Local Offer)

What are you looking for today?

Location

[↑ Back](#)

Education for children with Special Educational Needs

Looking for EHCP information? [Go to our Assessment and Education Health and Care Plans webpage](#)

Children with Special Educational Needs may need extra help. They have a range of needs including:

- thinking and understanding
- physical or sensory difficulties
- emotional and behavioural difficulties
- difficulties with speech and language
- how they relate to and behave with other people

Many children will have Special Educational Needs during their education. Schools and other organisations can help most children, but a small number of children will need extra help.

