

SEND Information Report 2023-2024

This Special Educational Needs and/or Disability (SEND) Information Report has been compiled using the information required as set out in the Special Educational Needs and/or Disability Code of Practice and Regulations 2014. **SEND Broad Areas of Need** (Appendix A of this information report provides more information).

The SEND Code of Practice: 0-25 years, details these as:

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|---|----------------------------------|
| 1. Communication and Interaction | 2. Cognition and Learning |
| 3. Social, Emotional and Mental Health difficulties | 4. Sensory and/or Physical Needs |

General School Details:	
School Name:	Castle View Primary and Nursery School
School website address:	https://www.castleviewprimary.co.uk/
Type of school:	Mainstream primary
Description of school:	Primary School with Nursery
Does our school have resource base? Yes or No If Yes please provide a brief description.	No
Number on roll:	175
% of children at the school with SEND:	15% with SEND (26 children) 3% (6 children) with an EHCP
Date of last Ofsted:	November 2022
Awards that the school holds:	Healthy school Award 2019 Music Ambassador 2019 'Committed' award for whole school approach to Mental Health Gold school games 21-22 Music Mark 2023 School achievement award Arts council GOLD
Accessibility information about the school:	There are 4 entrances to the school that are wheelchair accessible. The pond and school field are also wheelchair accessible. Within the school building there is a toilet that is accessible for a wheelchair user. The curriculum is personalised meet the needs of all pupils at our school and is differentiated appropriately when necessary to make learning more accessible to individual pupils. Support staff are allocated to specific classes to support individual pupil needs.
Please provide a web link to your school's	https://www.castleviewprimary.co.uk/page/sen/130162

Accessibility Strategy			
Expertise and training of school based staff about SEND. (CPD details) Please comment specifically in relation to autism and include dates.	<ul style="list-style-type: none"> • Core subject training for all school staff to develop a range of strategies and teaching styles which can be adapted to suit the needs and abilities of children • SENDCo attended New2SENCO training every half term. • SENDCo attends Halton SEND training workshops on a half termly basis. • Group consultation model used on a half termly basis to support individual pupil needs. • Staff – Team Teach trained (Supporting Positive Behaviour Management). • All staff asthma and allergy trained. • Speech and Language training for EYFS staff. • Makaton training for selected TA's. • Training given to staff when writing support plans/developing strategies to use with children from SENDCo and outside professionals. • ELSA training - CW. • Attachment training by EP for all staff. • Social communication training for support staff. • Autism matters training Stacey Holleran – March 2022 • SENCO is completing NASENCO 2022-2024 • Dyslexia, dyspraxia and dyscalculia training by Rhona Hobson – Educational psychologist – • Intensive Interactions training – All KS1 staff • Visual supports training – All KS1 staff • Working memory and processing training – EB and AC 		
Documentation available:	Are the following documents available on the schools website?	SEND Policy	Yes
	If yes please insert the link to the documents page. https://www.castleviewprimary.co.uk/page/policies-and-documents/129951	Safeguarding Policy	Yes
		Behaviour Policy	Yes
		Equality and Diversity	Single Equality Policy
		Pupil Premium Information	Yes
		Complaints procedure	Yes

Range of Provision and inclusion information:	
How we identify special educational learning needs as a school and how we seek the views, opinions and voice of pupils and their parents in planning to meet them.	<ul style="list-style-type: none"> • All of our pupils' needs are considered on an individual basis. • Following professional advice, additional support, equipment and staff may be deployed. • Staff members have a wide range of skills that they use to support the identification of pupils with SEND. • When pupils have an identified special educational need or disability before they start at Castle View, we work with the people who already know them and use the information they already have available to identify what their Special Educational Needs and

	<p>Disabilities (SEND) are and how to best support them.</p> <ul style="list-style-type: none"> • Where possible, we communicate with outside agencies that are aware of the children’s needs before the children join Castle View to try and make the transition as smooth as possible. • If a child does not appear to be making the same level of progress as other children in the class, we will undertake assessment in school and if needed we will seek help from other professionals to identify possible barriers to their learning. Parents and carers will be involved at all stages. • Teachers and the SENDCo will discuss individual children and next steps are put into place. This could include: <ul style="list-style-type: none"> ○ A Support Plan ○ Targeted intervention ○ Support from outside agencies ○ Request for an Educational, Health and Care Plan • If parents/carers think their child has SEND, we will discuss this with them and investigate. The first point of contact for parents is the class teacher, who can then seek further advice from the SENDCo. Then next steps will be agreed as to how we can best support your child. • We are child and family centred so both you and your child (if appropriate) will be involved in all decision making about your child’s support. • We will ensure that parents are given the details for Halton SEND Partnership where they can access additional advice and support if necessary. • We will write individual support plans with the views of pupils and parents/carers taken into account. • We will write individual behaviour plans (IBP) with the views of pupils and parents/carers taken into account. • We use retrieval grids to repeat and practise activities that present an achievable challenge, tailored to your child’s needs.
<p>What extra support we bring in to help us meet SEND: specialist services, external expertise and how we work together. For example health, social care, local authority support services and voluntary sector organisations.</p>	<ul style="list-style-type: none"> • When necessary, we request support from specialist and professional agencies, including specialist teachers from the SEND assessment team who provide training for our staff and advise on strategies and programmes. We will make referrals for further assessments if we believe they support the child. • The SENCo attends half termly group consultations, led by two Educational Psychologists (EP) where individual pupils are discussed, advice is given and strategies shared with parents and school staff. • We can access additional input for specific needs e.g. speech, language and communication, visual and hearing impairment, behaviour related

	<p>difficulties, autism spectrum conditions, moderate/severe learning difficulties.</p> <ul style="list-style-type: none"> • We can access support from local special schools who provide outreach. • We can access support from Woodview Child Development centre through a referral. They may provide occupational therapy and physiotherapy for pupils who require specific resources. • We also get support from a school nurse who produces care plans for pupils with medical needs. • We hold review meetings with the class teacher, SENDco, parent/carers and the child where we seek views to review the child's progress. At these meetings, we consider actions to support learning, targets for achievement and agree ways to work together.
<p>How we provide access to a supportive environment; ICT facilities/equipment/resources/facilities etc.</p>	<ul style="list-style-type: none"> • Specialist equipment to support the curriculum. • Individual work stations. • Access to ICT resources such as IPad, laptop, visualiser, apps to support learning. • Computer suite • Prompt and reminder cards for organisation. • Symbols and visual prompts and timetables. <p>All teaching spaces offer a continuous range of provision where resources/equipment are duplicated if needed for small group work.</p>
<p>What strategies/programmes/resources are used to support pupils with autism and social communication difficulties?</p>	<ul style="list-style-type: none"> • Following undertaking the Boxall Profile, an individual plan is created which includes strategies and resources to help support individual pupils. • SEAL groups and targeted interventions are planned from the Boxall profile assessments. • ELSA groups are available for children that require emotional support. • The local authority SEND Team are regularly consulted regarding individuals - strategies and plans are shared with staff and are included in children's individual Support Plans, which are regularly reviewed with pupils and parents/carers. • Access to quiet/safe areas are provided when needed. • Advice taken from EP to support children in class. • Advice taken from group consultations to support children in class. • Independent activity packs created to support and promote learning during whole class teaching. • When required children are provided with sensory breaks. • Now and Next boards. • Visual timetables. • Written timetables in all classes. • Social stories. • Visual prompts. • Simplify communication. • Ear defenders when needed.

	<ul style="list-style-type: none"> • Fidget toys when needed. • Feelings check in in every classroom.
What strategies/programmes/resources are available to speech and language difficulties?	<ul style="list-style-type: none"> • Initial referral to Chatterbug speech and language. • Intervention from speech and language therapist (Chatterbug). • Delivery of personal speech and language programme. • Support from classroom assistant within class. • Support from SENCo/specialist TA for small group or individual learning. • Range of language resources and programme materials. • Speech and language training provided to EYFS staff. • WELLCOMM assessment and small group work used in EYFS to support children's understanding. • WELLCOMM assessments for KS1 children that need support.
Strategies to support the development of literacy (reading /writing).	<ul style="list-style-type: none"> • Quality first teaching – differentiated to meet the child's needs. • Pre-teaching before a new element is introduced. • Small group support in class for guided reading/writing lessons. • Additional reading support for children who require extra support. • Daily readers for the children that require it. • Year 6 extra tuition carried out in preparation for SATS. <p>Extra targeted guided reading sessions delivered by teacher/teaching assistant.</p>
Strategies to support the development of numeracy.	<ul style="list-style-type: none"> • Quality first teaching – differentiated to meet the child's needs. • Pre-teaching before a topic is introduced. • Small group support in class. • Use of specialist maths resources online for reinforcement. • Targeted teaching, carried out by teacher/teaching assistant. • Year 6 extra tuition sessions carried out in preparation for SATS. <p>Use of resources and equipment to enhance learning and develop foundations of number.</p>
How we adapt the curriculum and modify teaching approaches to meet SEND and facilitate access.	<ul style="list-style-type: none"> • Small group support in class from classroom assistant or teacher. • Personalised and differentiated curriculum. • 1:1 support in the classroom from a teaching assistant to facilitate access through support or modified resources. • Individual plans for children (educational, behaviour, pastoral) • School / year group provision mapping. • Strategies put into place as provided by professionals/specialist services/outreach.

<p>How we track and assess pupil progress towards the outcomes that we have targeted for pupils (including how we involve pupils and their parents/carers). What we do when provision or interventions need to be extended or increased and how we evaluate their overall effectiveness.</p>	<ul style="list-style-type: none"> • Target setting, assessment, monitoring and review of pupil progress. • Observations carried out regularly by members of the Senior Leadership Team (SLT), learning walks, pupil interviews, pupil progress meetings and book monitoring. • Support plan written in conjunction with parents and include the view of the child. • External professionals undertaking assessment • Regular review of targets with child/parents, appropriate to need. • If provision or interventions need to be extended this will be agreed by the class teacher, SENDCo and SLT. All changes will be fully discussed with both parents and carers and where applicable children. • All interventions are reviewed and evaluated on a regular basis and progress is discussed with the SENDCo. • Target setting and evaluations at EHCP/CAF/CIN/PEP meetings.
<p>Strategies/support to develop independent learning.</p>	<ul style="list-style-type: none"> • Quality first teaching • Differentiation to meet the child's needs. • Use of individual timetables and checklists. • Visual timetable available for the whole class • Image timers/reward charts. • Children involved in the input for as long as possible to expose them to the rich vocabulary used within the lesson. • Scaffolded lessons to allow children to build up their learning. • Pre-teaching before a topic. • Precision teaching interventions alongside QFT. • 'Chunking' of activities. • Individual success criteria. • Individual work stations if needed. • Visual prompt. • 'PSHE' / personal development targets. <p>Now and next boards.</p>
<p>Support /supervision at unstructured times of the day including personal care arrangements.</p>	<ul style="list-style-type: none"> • Named midday supervisor at lunchtimes (all midday staff received training on how to support behaviour at lunch times). • Individual pastoral support plans which specify break and lunchtime provision. • Playtime buddy system. Specified staff are responsible for personal care for named pupils and care plans in place for medical needs.
<p>Extended school provision available; before and after school, holidays etc.</p>	<ul style="list-style-type: none"> • We offer a range of lunchtime and after school activity / sports clubs for pupils of different ages. • Advertising activities/clubs over the holidays through social media/letters/emails/newsletters. • Signposting parents through the local offer to activities available during the school holidays. • Targeted

<p>How will we support pupils to be included in activities outside the classroom (including school trips) working alongside their peers who do not have SEND?</p>	<ul style="list-style-type: none"> • Trips are planned in advance and are accessible to all. • Transport is planned in advance alongside any risk assessments necessary. • Where appropriate a member of staff will be assigned to a pupil who needs additional support. • Consultation with parents and use of support/behaviour plans are considered when trips are taking place. • Risk assessments completed to ensure safety is maintained for all pupils.
<p>Strategies used to reduce anxiety, prevent bullying, promote emotional wellbeing and develop self-esteem including mentoring.</p>	<ul style="list-style-type: none"> • Planned support from teaching assistant. • Meet and greet at start of day. • Parental contact- telephone calls and face to face. • Referral to the mental health support team – MHST. • Referral to CAMHS. • SEAL groups in place. • ELSA support groups in place. • Work with Mental Health First aiders. • Individual pastoral support plan. • Identified mentor. • Social stories used. • Wishes and Feeling's booklet.
<p>What strategies can be put in place to support behaviour management?</p>	<ul style="list-style-type: none"> • Use of the school's behaviour policy system. • Use of Castle View badges for • Individual behaviour plans to suit specific children that require support to follow the school behaviour policy. • Social skills/behaviour group using social skills programme. • SEAL groups to develop an understanding of how to be a good/kind friend. • Daily behaviour record. • Time-out support. • Personalised reward system. • Support and intervention from outreach behaviour specialist. • Individual pastoral support plan. • Strategies in place for unstructured times of the day e.g. alternative location for break time. • Buddy system to act as a good example for individual children. • Referral to PBS (Positive Behaviour Support Team).
<p>How we support pupils in their transition into our school and when they leave us <i>and in preparing for adulthood.</i></p>	<ul style="list-style-type: none"> • SENDCo works closely with new school/high school SENDCo and all relevant information is passed on. • Regular meetings with parents. • Transition plans for individual children. • Risk assessments completed. • Close links with Halton transition lead. • Transition from class teacher to high schools. • Work with parent partnership. • Social stories and visual prompts for pupils.

	<ul style="list-style-type: none"> • Work through PSHE and SEAL groups on managing and preparing for change. • Targeted transition work with MHST for children that are showing anxiety. • Programme of visits- – specifically tailored to individual pupils. Longer term links with secondary schools to increase familiarity.
Access to strategies, resources, programmes, therapists to support occupational therapy/ physiotherapy needs and medical needs.	<ul style="list-style-type: none"> • Intervention from physiotherapy/occupational therapy team. • Assessment and individual programmes developed. • Specialist resources. • Delivery of planned intervention programme by skilled and trained member of school staff. • Close liaison with medical staff where required. • Staff training for managing particular medical needs • 5 staff are paediatric first aid trained. • 6 staff are first aid at work trained. • 11 staff are diabetic trained. • All teaching staff are medicine trained. • 3 staff are mental health first aiders. • 2 Midday assistants are first aid trained. • 8 staff are trained for the use of de-fib machines. All staff have external training in asthma and allergies annually.
Extra support for parents and carers and pupils offered by the school/how parents are involved in their child's education.	<ul style="list-style-type: none"> • Through child centred meetings, support plans are created with pupils and parents. • We hold regular coffee mornings in school. • The school will signpost appropriate groups and organisations to you which are relevant for your family's needs. • There are other opportunities where parents are welcome to join us, for example class assemblies and curriculum afternoons. The school works closely with the local authorities and other outside agencies and can support families through a CAF or referral to Nurturing Parenting or Triple P Parenting course.
How additional funding for SEND is used within the school with individual pupils.	<ul style="list-style-type: none"> • Schools receive funding for all pupils including those with special educational needs and disabilities and they meet pupils needs through this (including additional support and equipment). The local authority may contribute if the cost of meeting an individual's needs is more than the notional budgets. • If the assessment of a pupils needs identifies something that is significantly different to what is usually available, an application for additional funding will be made. Funding is used for: additional staff; resources to support learning; programmes for the children to follow; training for staff; sensory resources etc.
Arrangements for supporting pupils who are looked after by the local authority and	<ul style="list-style-type: none"> • Looked after children are given the same opportunities as other children.

<p>have SEND. Including examples of how pupil premium is used within the school.</p>	<ul style="list-style-type: none"> • Our LAC and their families meet once a term to discuss progress and targets, as well as any changes in circumstances (PEP meetings). • Designated teacher to consult with pupils, carers and staff prior to writing PEP plans. These are reviewed termly and new targets set. • We provide opportunities for LAC to work with an ELSA to develop understanding around attachment and emotions, which has a real positive impact. • Equipment that may be needed to support children in school is also purchased – laptops / iPads to ensure full access to the curriculum. • Specific targeted interventions. • Additional staffing. <p>Use of professionals to work with pupils based on specific talents they may excel in, such as the arts.</p>
<p>SENCO name/contact: Lauren Mulholland - 01928 563970</p>	
<p>Headteacher name/contact: Hannah Melarangi - 01928 563970</p>	
<p>ANNUAL REVIEW 2023-2024</p>	
<p>Completed by: Lauren Mulholland</p>	<p>Date: 25th September 2023</p>