

Castle Cary Community Primary School



SEND - Information Report 2023-24

The school's offer in support of pupils with Special Educational Needs and/or Disability (SEND) Information Report

The SEND Policy and Information Report impacts on the work of the school and reflects the guidance within the following legislative documents:

- Children and Families Act 2014,
- Equality Act 2010 and The Special Educational Needs
- Disability Code of Practice 2014

Definitions

'A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils the same age. This judgement should be made when the SENCO is confident that all elements of quality first teaching have been exhausted.' Code of Practice 2014.

A person has a disability if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day to day activities. (Section 6), Equality Act 2010

Acronyms used

SEND	Special Educational Needs and/or Disabilities
SENCO	Special Educational Needs Co-ordinator (Mrs Lavis)
ELSA	Emotional Literacy Support Assistant (Mrs Arnold, Mrs Skirton & Mrs Homer)
PFSA	Parent Family Support Assistant
APDR	Assess Plan Do Review

How does the school know if children require additional support and what should I do if I think my child has special educational needs and/or disabilities?

At Castle Cary Primary School children are identified as having SEND through a variety of ways including the following:

- Liaison with previous placements
- Child performing below age expected levels
- Concerns raised by Parent and/or Pupil
- Concerns raised by Teacher
- Liaison with external agencies (e.g. Speech & Language or Occupational Therapy)
- Health diagnosis through paediatrician

If your child has Special Educational Needs and/or Disabilities they will be named on the school's SEND Register.

How will I raise concerns?

Talk to us – in the first instance contact your child's class teacher.

Talk to the SENCO directly. Make an appointment in the main office. Termly appointments are offered to every parent/carer of a child on the SEND Register,

We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to do the same with us.

At Parents' Evenings; usually in Autumn and Spring each academic year and via the Annual Report reply slip.

Who will support my child in school?

The class teacher will oversee, plan and work with each child with SEND in their class to ensure that progress in every area is made. Good teaching provision in class for all pupils is known as Quality First Teaching, which is part of Universal Provision in Somerset's Graduated Response Tool (<https://www.somerset.gov.uk/graduated-response-tool>).

There may be a Teaching Assistant working with your child either individually or as part of a group as a planned intervention. The regularity of these sessions will be explained to parents when the support starts.

Our SENCO oversees all support and progress of any child requiring additional support across the school.

Who will explain this support to me?

A letter will be sent to you via email to let you know that your child will be attending an intervention.

You will have the opportunity to meet the class teacher on a termly basis (this could be as part of Parents' Evening) to discuss your child's progress, needs and support. If you feel you need to speak to them between these opportunities, please ask them for an appointment, either in person or via the school office.

For further information, the SENCO is available to discuss support in more detail. Appointments can be made via the school office.

How will the curriculum be matched to my child's needs?

Work within class is adapted to an appropriate level so that all children are able to make progress according to their specific needs.

The classrooms are also communication and dyslexia friendly environments.

The benefit of this type of provision is that all children can access lessons and learn at their level.

How will both school and I know how my child is doing and how will you help me to support my child's learning?

We follow an Assess, Plan, Do, Review format that involves staff, parents and children so you should be fully aware of your child's progress and support that can be given. These are sent home termly.

We have an open-door policy where you are welcome to make an appointment to meet with either the class teacher or SENCO at any time, to discuss how your child is getting on. We can offer advice and practical ways that you can support your child's learning at home.

We believe that your child's education should be a partnership between parents and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs.

As a school we measure children's progress in learning against The National Curriculum and Age Related Expectations.

The impact of specific interventions are monitored by the SENCO and is written on the APDR.

The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's progress from entry in Reception through to Year 6, using a variety of different methods, assessments and observations using Age Related Expectations.

Every child's progress is discussed at termly Pupil Progress Meetings with the Class teacher, Deputy Headteacher and Headteacher. Separate review meetings are also held termly between the Class teacher and SENCO. In these meetings, discussions take place concerning why individual children are experiencing difficulty and what further support can be given to aid their progression.

Some children may benefit from a home / school link book which the child will bring home regularly so that comments from parents and teacher can be shared and responded to when needed.

If your child has complex SEND, they may have an Education Health Care Plan which means that a formal Annual Review will take place between the you and the SENCO to discuss your child's progress. The school may receive additional funding to provide the support required.

What support will there be for my child's overall well-being? What pastoral, medical and social support is available in school?

We are an inclusive school; we welcome and celebrate diversity and value nurturing principles. All staff believe that children having high self-esteem is crucial to a child's well-being. We have a caring, understanding team looking after our children.

Children may be referred for support from a Mental Health Practitioner and this can include support for parents. Mrs Martin is the Mental Health Lead for the school.

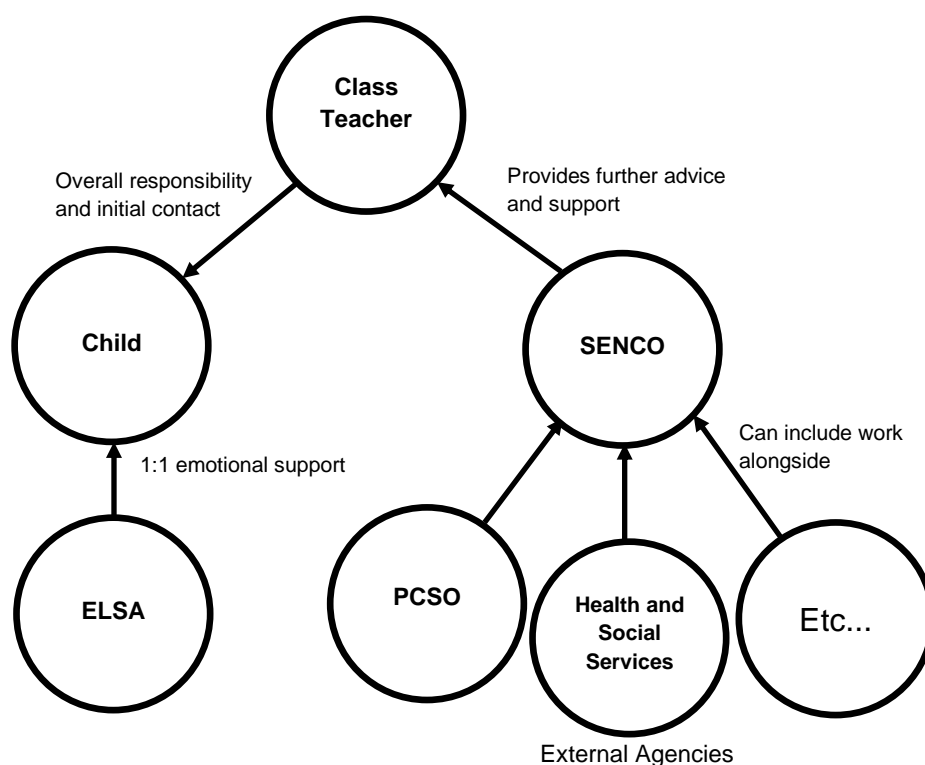
We have some trained ELSAs (Emotional Literacy Support Assistant) who work with children on a 1:1 basis to support them with any emotional needs they might have.

The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this is the parents' first point of contact. If support is required the class teacher liaises with the SENCO for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, Educational Psychologists or the PCSO (Police Community Support Officer).

We are able to access external agencies such as play therapists if needed.

We have a PFSA (Parent Family Support Advisor) working from our school and they can support children in school and families at home where additional support is needed.

Pastoral Support Plans are in place for children who are in danger of exclusion this brings together all the support we can offer as a school.



How will my child be able to contribute their views?

We value and celebrate each child being able to express their views on all aspects of school life. We have a School Council group which is an open forum for any issues or viewpoints to be raised.

Children on the SEND Register will have an Assess, Plan, Do, Review report (APDR). The child's views will be gained termly where their communication needs allow.

There are regular pupil questionnaires, where we actively seek the viewpoints of children especially concerning being able to speak to an adult if they have a worry.

If your child has a Pastoral Support Plan or EHCP their views will be sought before any review meetings where their communication needs allow.

How are Governors involved and what are their responsibilities?

The SENCO reports to the Governors every year to inform them about the progress of children with SEND; this report does not refer to individual children and confidentiality is maintained at all times.

The Governors review the SEND Policy annually.

One of the Governors is responsible for SEND and meets at least once a term with the SENCO. They also report to the Governors to keep all informed. Our named Governor is Tim Evans.

The Governors agree priorities for spending with the overall aim that all children receive the support they need in order to make progress.

What specialist services and expertise are available at or accessed by the school?

Our SENCO is fully qualified and accredited.

As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including: Educational Psychologists, Virtual School, Autism and Communication Team, PFSA and PCSO; Health including GPs, school nurse, paediatricians, mental health team, speech & language therapists, occupational therapists, physiotherapists and social services including - Locality Team and social workers.

Training is available through the County for Teaching Assistants to attend. The SENCO also provides some in house training where appropriate.

What training have the staff supporting children with SEND had or are currently having?

Several staff have experience in delivering specialist programmes from Speech & Language therapists and Occupational therapists.

A number of teaching assistants have had training in Emotional Literacy (ELSA) to support children with behavioural difficulties.

All of our Teaching Assistants have had training in delivering reading and spelling / phonics programmes. Some staff have had specific training to run intervention programmes.

How will my child be included in activities outside the classroom including school trips?

All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful.

A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

How accessible is the school environment?

The school site is wheelchair accessible with an accessible toilet large enough to accommodate changing.

For further information, please see our Accessibility Policy:

https://www.castlecaryschool.co.uk/docs/Policies/CC_Accessibility_Plan_Summer_2022.pdf

How will the school prepare and support my child when joining the school and transferring to a new school?

We encourage all new children to visit the school prior to starting. For children with SEND we encourage further visits to assist with the acclimatisation of the new surroundings. We also endeavour to visit them in their current placement.

We use books, including photos and social stories with children if transition is potentially difficult, along with a School Entry Plan which is reviewed in the October after they start.

When children are preparing to leave us for a new school, typically to go to Secondary education, we arrange enhanced transition. At our 'feeder' secondary school, Ansford Academy, they run a specifically tailored programme to aid transition for the most vulnerable pupils.

We liaise closely with Staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.

If your child has complex needs then a School Entry Plan or EHCP review will be used as a transition meeting during which we will invite staff from both schools to attend.

How are the school's resources allocated and matched to children's SEN needs?

We ensure that all children who have Special Educational needs are met to the best of the school's ability with the funds available.

Our SENCO works part time, on Tuesday am, Wednesday and Thursday, she also has a half a day-a-week teaching commitment (Friday).

We use the SEND budget to contribute towards the funding of Teaching Assistants who deliver programmes designed to meet groups of children's needs.

The budget is allocated on a needs basis. The children who have the most complex needs are given the most support.

How is the decision made about what type and how much support my child will receive?

The class teacher, parents and SENCO will discuss the child's needs and the SENCO will decide, sometimes with the Headteacher or other professionals, what support would be appropriate.

Different children will require different levels of support in order to bridge the gap to achieve age expected levels.

This will be through on-going discussions with parents through the Assess, Plan, Do, Review approach

How do we know if the support provided has had an impact?

Whether the child is making progress academically against national/age expected levels and the gap is narrowing – i.e. they are catching up to their peers or expected age levels.

Through verbal feedback from the teacher, parent and pupil.

By reviewing the child's targets and ensuring they are being met.

Children may move off the SEND register when they no longer require support that is 'different from or additional to' Universal Provision.

The SENCO monitors the progress made in intervention work.

Pupil Progress Meetings with the Class teacher, Deputy Headteacher and Headteacher and review meetings between the Class teacher and SENCO are held termly, to discuss the progress and plan the support for every child.

Who should I contact if I am considering whether my child should join the school?

Contact the school office to arrange to meet the Headteacher, Mrs Martin, or SENCO Mrs Lavis, who will discuss how the school could meet your child's needs.

Who can I contact for further information?

- First point of contact would be your child's class teacher to share your concerns.
- You can also arrange to meet our SENCO, Mrs Lavis.
- Look at the SEND policy on our website
- Look at the County website <https://beta.somerset.gov.uk/>

SEND LINKS

These sites are shared to signpost you to further support and information – Castle Cary Primary School does not have any connection to the sites or gain financially from publishing these links on our website.

General Information and Support

Somerset SENDIAS –SEN and Disability Information and Advice Service (formerly Somerset Parent Partnership) <https://beta.somerset.gov.uk/send/somerset-sendias/>

Speech, Language and Communication

Somerset Integrated Therapy Service – useful Fact Files/Advice Sheets on speech, language and communication difficulties.

<https://www.somersetft.nhs.uk/children-and-young-peoples-therapy-service/>

Talking Point – information on children’s communication [I CAN's Talking Point](#)

I CAN – Children’s Communication Charity, includes useful factsheets [Parents \(ican.org.uk\)](https://www.ican.org.uk/)

Dyslexia

Somerset Dyslexia Association [Home | Somerset Dyslexia Association](#)

Autism

<https://autismsomerset.org/>

<https://beta.somerset.gov.uk/education-and-families/the-local-offer/education/autism-and-adhd-pathway/>

Sensory & Physical Difficulties

<https://www.somersetft.nhs.uk/children-and-young-peoples-therapy-service/>

Mental health

[Information & Support | Mind, the mental health charity - help for mental health problems](#)

ADHD

<https://beta.somerset.gov.uk/education-and-families/the-local-offer/education/autism-and-adhd-pathway/>

[Parents and Carers : ADHD Foundation](#)

<https://www.mind.org.uk/information-support/adhd-and-mental-health/>