



Castleway Primary School & Castleway Nursery School
The Unity Federation

SEND Information Report for Families- September 2024

1. Special Educational Needs that are provided for at Castleway.	<p>Castleway provides support for pupils across the four areas of need as laid out in the SEN Code of Practice 2015:</p> <ul style="list-style-type: none">• Communication and interaction• Cognition and learning• Social, emotional and mental health difficulties• Sensory and/or physical needs
2. Information about the school's policies for identification and assessment of pupils with SEN.	<p>Pupils are identified as having SEND, and their difficulties assessed, through:</p> <ul style="list-style-type: none">• Problems with their academic achievement• Behavioural/social issues preventing them from fully accessing the curriculum• Teacher/parental referral to the SENDCo (who will then discern the next steps needed)• Information from previous settings• Those children showing greater difficulty may be assessed by outside agencies including the Special Educational Needs Assessment and Advisory Team (SENAAT).
3a. Evaluating the effectiveness of provision made for pupils with SEN.	<p>Senior Leaders, Subject Leads and the SENDCo closely monitor the progress of children receiving intervention support each term.</p> <p>For those children with significant barriers to their learning their class teacher will write a personalised Individual Education Plan. Any specialist advice that has been given is included in this plan.</p> <p>Individual Education Plans are used to track the progress each child makes on their individual targets. Monitoring of these intervention groups is completed by the class teachers, DHT and SENDCo in order to inform the type and scope of interventions that take place.</p>

3b. Arrangements for assessing and reviewing pupils' progress towards outcomes, including opportunities available to work with parents and pupils as part of this assessment and review.

Arrangements include:

- Graduated approach – Assess, Plan, Do, Review
- Data Tracking for pupil progress
- Learning Support Plans
- IPFA and EHCP reviews
- Intervention Tracking

<p>3c. The school's approach to teaching pupils with SEN.</p>	<p>Castleway will ensure:</p> <ul style="list-style-type: none"> • A calm, welcoming environment • An inclusive approach to all areas of school life • Balanced and broad curriculum with flexibility to meet every child's needs • That no child is excluded from a learning activity due to their learning difficulty or impairment • Effective differentiation and adaptations • Peer tutoring and collaborative learning • Alternative methods of responding or recording work • Specialist resources for those children with sensory or mobility impairments where appropriate • Extra-curricular activities are barrier free and do not exclude any pupils • Lesson resources in formats other than print provided • Adapted printed materials for children with Literacy learning difficulties • Extra adult support in classrooms where appropriate and possible
<p>3d. How adaptations are made to the curriculum and the learning environment of pupils with SEN.</p>	<p>The curriculum/learning environment may be adapted by: •</p> <ul style="list-style-type: none"> Quality First Teaching with reasonable adjustments • Groupings that target specific levels of progress • Differentiated resources • Diverse teaching and AFL styles • Appropriate choice of texts and topics to suit the learner • Access arrangements for standardised testing • Additional adult support • Individual Education Plan with specific targets • Specialist equipment such as writing slopes, posture cushions, pencil grips, easy to use scissors, specialist seating etc. • Sensory spaces are created to suit diverse needs. • 'Stop and drop' sensory points are available throughout school.

3e. Additional support for learning that is available to pupils with SEN.

The following support is available: •

- TA support within the class
- Small intervention groups
- 1:1 individual support on specific targets
- IPFA, EHC & EYIP funded children (1:1 support as identified)
- Hearing/Vision support
- Speech and Language Therapy
- Gilbrook SEMH Outreach
- CAMHS
- SEMH intervention
- Meet and greet
- Community Advocate (Family Support Worker)

<p>3f. How the school enables children with SEN to engage in all school activities along with children who do not have SEN.</p>	<p>Pupils are included and engaged through:</p> <ul style="list-style-type: none"> • Truly inclusive approach to all areas of school life • Peer tutoring • Collaborative learning • Adapted activities where appropriate • Alternative methods of recording where appropriate • Specialist resources such as ICT where appropriate for sensory difficulties • Extra-curricular activities available to all children with subject specific adult leaders • Adapted printed materials • School trips are available to all, including residential trips • 1:1 support arranged if required for an out of school visit
<p>3g. Support that is available for improving the social, emotional and mental health of pupil with SEN.</p>	<p>Pupils are well supported by:</p> <ul style="list-style-type: none"> • Therapeutic School Award being undertaken in 2023/24 • Whole school refurbishment completed • ‘Communication Friendly’ approach to learning environments. • An anti-bullying policy that is supported by all staff • School council participation • CPHSE curriculum prioritised and embedded • Sensory Intervention • SENDco • Community Advocate (Family Support worker)
<p>4. In relation to Mainstream Schools and maintained nursery schools, the name and contact details of the SEN coordinator, name and contact details of SEN governor.</p>	<p>SENDco and AHT: Mrs. Joan McCarthy</p> <p>SENDco Governor: Dr. Helen Bibby</p> <p>schooloffice@castleway.wirral.sch.uk</p> <p>0151 677 2953</p>

<p>5. Information about the expertise and training of staff in relation to children and young people with SEN, including how specialist expertise will be secured.</p>	<p>Castleway has:</p> <ul style="list-style-type: none"> • An experienced and non-class based SENDCo • Community Advocate who specialises in delivering a range of programmes to support children with social, emotional and mental health difficulties • Community Advocate to support families • Qualified teacher delivering quality reading interventions
<p>6. Information about how equipment and facilities to support children and young people with SEN will be secured.</p>	<p>The SEND budget is allocated each financial year. The money is used to provide additional support or resources dependant on the individual's needs. Resources may include deployment of staff or equipment in response to pupils specific needs. A child who has been awarded Individual Pupil Funding Agreement or an Education and Health Care Plan has their allocated money spent to meet their specific and individual outcomes.</p>

<p>7. The arrangements for consulting parents of children with SEN about, and involving such parents in, the education of their child.</p>	<p>Support available to parents:</p> <ul style="list-style-type: none"> • Meetings with the SENDco and class teacher • CAMHS • ADHD Foundation • Community Advocate • Workshops are offered throughout the school year • Reports from outside agencies are shared with parents and may contain suggestions of programmes that can be used at home.
<p>8. The arrangements for consulting young people with SEN about and involving them in their education.</p>	<p>Pupils at Castleway are consulted when an Individual Education Plan is being written. Their strengths and aspirations are also taken into account when writing a One Page Profile. Pupils are also consulted when applications are made for an EHC Assessment.</p>
<p>9. Arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils Please visit this page. with SEN concerning the provision made at the school.</p>	<p>Families would be directed to the Federation’s Complaints Procedure.</p>

<p>10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with SEN and in supporting their families.</p>	<p>Where necessary, the following outside agencies are consulted for specialised expertise:</p> <ul style="list-style-type: none"> • Child protection advisors • Educational Psychologists • CAMHS (Child & Adolescent Mental Health Service; • EWO (Educational Welfare Officers) • Social Care • SALT (Speech & Language Therapy) • OT (Occupational Therapy) • Paediatricians • School Nurse (confidential appointments and support are available, parents can request an appointment to meet with the school nurse) • ASC (Autism Social Communication Team) • Hearing/Vision Support (Wirral Sensory Service) • Family Support Workers • SENAAT (Special Educational Needs Assessment Advice Team) • Gilbrook Outreach • Orrets Meadow Outreach • ADHD Foundation
<p>11. The contact details of support services for the parents of pupils with SEN, including those arrangements made in accordance with section 32.</p>	<p>WIRED - Head Office Wirral Unit 7, Wirral Business Park, Arrowe Brooke Road, Upton, Wirral, CH49 1SX.</p> <p>Email: contact@wired.me.uk Website: www.wired.me.uk Tel: 0151 522 7990 Fax: 0151 670 1600</p>

<p>12. The school's arrangements for supporting pupils with SEN in a transfer between phases of education or in preparations for adulthood and independent living.</p>	<p>Transition strategies:</p> <ul style="list-style-type: none"> • Discussions between previous or receiving schools/settings prior to the pupil joining/leaving • Transition days spent with their new class teacher • Additional visits arranged for pupils who need extra time in their new school or new year group which is in a different part of the school • SENDCo is available to meet with parents of children joining the school • Our SENDCo will liaise with other SEND staff from secondary schools to pass on information regarding SEND pupils • Secondary staff visit school to meet the children and speak to class teachers • Where a pupil may have specialised needs, a separate meeting is arranged for the SENDCo to meet with the secondary SEND staff, parents and pupil • Foundation Stage staff visit private nursery settings to gather all relevant information. Private nursery staff are also invited to school to support pupils during transition • Foundation Stage Lead/ SENDCo will visit the settings of any children starting at New Brighton with additional needs to ensure that the appropriate provision is in place • Foundation Stage Lead will hold open evenings to allow teachers to meet prospective parents
<p>13. Information on where the local authority's Local Offer is published.</p>	<p>The local offer is available on the following link: https://www.sendlowirral.co.uk/</p>