



## **CASTLE PARK SEND INFORMATION REPORT**

This SEND Information Report is provided in addition to the SEND Policy which can be viewed on the school's website.

### **How does the school know if children/young people need extra help and what should I do if I think a child/young person may have special educational needs?**

We have close relationships with parents and our feeder nurseries. Class teachers are encouraged to raise concerns and have discussions with parents and relevant colleagues. All staff are aware of expected development at different ages and have expertise in identifying additional / special educational needs or disability (SEND).

If you have a concern about your child's development, please raise this with the class teacher in the first instance.

### **How will school staff support my child/young person?**

Class teachers are responsible for the education of all the children in their class. They plan the education programme for children who have or may have SEND with support from the school's Special Educational Needs Coordinator (SENCO). Where appropriate, children may be supported by an additional adult. For example, this support could be in class, in a small group outside the class or one-to-one.

The school has a nominated governor for Special Educational Needs and Disability who reports directly to the governing body half termly.

### **How will the curriculum be matched to my child's/young person's needs?**

High quality teaching which is differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support may be appropriate in some cases.

This will enable your child to access the full curriculum.

## **How will I know how my child/young person is doing and how will you help me to support my child's learning?**

In addition to the school's normal reporting arrangements, we encourage parents to have frequent conversations with those involved in their child's education to discuss progress, concerns etc. The progress of each child is carefully monitored and tracked on a regular basis. This, along with other information gathered informs staff on the next steps for your child.

Progress and targets are discussed as part of the school's normal consultations and reporting arrangements with parents.

In some cases, your child may require an individual pupil plan (IPP), behaviour management plan (BMP), intimate care plan (ICP) or individual health plan (IHP) which will be drawn up in consultation with you and your child; this will be reviewed regularly. For some children with profound and lifelong needs, an Education Health and Care Assessment may be requested with advice and support from external agencies.

Where appropriate, parents are signposted to relevant agencies within the community that can offer further support to you and your child. Follow <http://search3.openobjects.com/kb5/cumbria/fsd/home.page> to view the Cumbria Local Offer.

## **What support will there be for my child's overall well-being?**

A wide range of small group interventions are used to support the wellbeing of children who may or may not have SEND and to promote positive behaviour. For example; Social Use of Language Programme, Social Interaction Groups, Life Skills groups, Reading Intervention.

The school follows statutory guidance in the administration of medicines and provision of personal care.

Further information can be found in the relevant policies on the school's website.

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

There is a wealth of experience and expertise within the school staff including those trained in Reading Intervention, Maths Recovery, Signalong, Smart Moves, Team Teach and Paediatric First Aid.

There is access to counselling and family support services for any child within the school.

Referrals can also be made to other agencies including the school nurse, Child and Adolescent Mental Health Service, Barnardo's, educational psychologists, specialist advisory teachers, Children's Therapy Services and community paediatricians.

### **What training opportunities are available to staff support children and young people with SEND?**

Staff share expertise through collaborative training opportunities from joint ventures with local schools as well as accessing local and national training. Individual staff development needs are identified and met as part of the formal appraisal process.

### **How accessible is the school environment?**

Please refer to the school's Accessibility Plan.

### **How will the school prepare and support my child to join the school or to transfer to a new school or the next stage of education and life?**

We have strong links with local nurseries and secondary schools and with other local primary schools.

Yearly transitions within school are carefully managed to support children's wellbeing.

A range of transition strategies are put in place to support children at the end of key phases - e.g. transition plans, extra visits, holiday activities.

Where possible, new schools are invited to attend transition meetings to share information about your child and to ensure a positive transition. In all cases there will be liaison and communication between the schools.

### **How are the school's resources allocated and matched to children's special educational needs or disability?**

Castle Park is an inclusive school and all pupils with SEND are included in all aspects of school life. Adaptations are made to the school environment and the curriculum modified to best meet the needs of all pupils.

We aim to allocate resources appropriately to meet the needs of all children with special educational needs.

Most children with short term difficulties have their needs met from resources provided by the school. Some children's needs are met through an Education Health and Care Plan with additional resources provided by the Local Authority. Each child's provision is based on an individual assessment of their needs and desired outcomes. Highly trained, skilled and experienced support staff are deployed to best meet the needs of each individual child with SEND.

We provide support for pupils (including children who are looked after by the Local Authority) with a wide range of SEND including autistic spectrum condition, Down Syndrome, global delay, sensory impairment, ADHD, dyslexia, dyspraxia, speech, language and communication difficulties etc.

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

The decisions about the type of support your child needs will be based on discussions between all interested parties including you as a parent. The amount and type of support will be reviewed on a regular basis against the progress your child has made.

### **What do I do if I am not happy about the SEND provision for my child?**

Speak to the class teacher, Inclusion Managers or Headteacher about your concerns in the first instance. If you are still not happy, please refer to the school's Complaints Procedure.