

SEND School Information Report

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Section 1

INTRODUCTION Definition of SEND

Castle Park School recognises as stated in the SEND Code of Practice, April 2015 that:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

SEND Code of Practice 2015

The Children and Families Act (2014) reformed the support and provision for students with Special Educational Needs Disability (SEND) which led to the development of the SEND Code of Practice: 0 to 25 years (DfE, 2015). The SEND Code of Practice is guidance that organisations, including schools and academies, must follow to work with and support students with SEND. Schools and academies must have regard for the code when they make decisions and arrangements for students with SEND. The code now covers the age range 0 to 25 so children and young people have support that meets their needs throughout education and into adulthood. The code places a duty on schools and academies to ensure that:

- The needs of children and young people are identified early and there is early intervention and help to ensure that they get the very best start in life and education.
- Every child and young person is enabled to make progress so that they can achieve their best and become confident individuals leading fulfilling lives.
- Parents/carers, and children and young people are involved in the planning, reviewing and decision making about their individual support and local provision.
- Parents/carers, and children and young people are given advice and support to enable them to take part in discussions and decision making and are involved in regular review of progress towards outcomes, evaluation of support and planned next steps.
- There is a cohesive approach and external agencies, health, education and social care services work together to provide high quality support for children and young people with SEND and their families.
- There is a focus on inclusive practice and removing barriers to learning.
- Children and young people with SEND are supported to enable them to succeed in education and make a successful transition to adulthood.

CASTLE PARK SCHOOL VALUES AND ETHOS

Our shared values of 'Respect, Responsibility and Resilience' are the foundation of all we do; always encouraging friendship, kindness, empathy, respect, good humour and teamwork.

Castle Park School joined Cumbria Education Trust in March 2025. This exciting development in our school history enables us to work positively and purposefully in collaboration with our partner Trust Primary Schools to secure the very best outcomes for our children.

For us it is vital that we work in partnership with our parents and carers, we recognise that you are the biggest influence on a young person and we want to utilise this partnership to support every young person's development. If, like us, you are passionate about ensuring your children receive an outstanding education please contact us and arrange to visit the school.

MISSION STATEMENT AND AIMS

Castle Park School will offer each child an aspirational, all round, forward-thinking, first-class education based on traditional values.

Respect, resilience and responsibility are at the core of all that we do. We want to inspire every child to be the best they can be.

Our school will teach valuable life skills, provide an array of exciting extra curricula opportunities for all children and offer a caring, happy and inclusive working environment where pupils are taught to be independent, responsible and well-rounded members of the local community.

In short, we offer a firm foundation for life.

At Castle Park School, we are committed to the inclusion of all students. Every individual is valued and their achievement celebrated. We support the entitlement of all students to a broad and balanced curriculum. Each student is helped to achieve their maximum potential by identifying and meeting their needs and by overcoming potential barriers to learning and building on their strengths.

Children and young people with Special Educational Needs and Disability (SEND) all have learning difficulties or disabilities that make it harder for them to learn or access learning than most children and young people of the same age. It is the aim of all staff at Castle Park Primary School to ensure access to the right support at the right time.

POLICIES AND LEGISLATION

This School Information Report is written with reference to the following government legislation and Trust policies.

Government legislation and guidance

- SEND Code of Practice 2015
- Children and Families Act 2014
- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015
- Reasonable adjustments for disabled pupils 2012
- Data Protection Act 1998
- Equality Act 2010
- Keeping Children Safe in Education 2022
- Guidance for safer working practice for those working with children and young people in education settings 2019 (March 2022)

Trust Policies – these policies can be found on the Cumbria Education Trust website at www.cumbriaeducationtrust.org/policies/

- Attendance Policy
- Online Safety Policy (Part 1)
- Special Education Needs Policy (Part 1)
- Supporting Students with Medical Conditions Policy (Part 1)
- Suspension and Permanent Exclusion Policy – Part 1

School Policies – these policies can be found on Castle Park School website at [Castle Park School – Cumbria Education Trust](#) Paper copies can be supplied by request.

- Behaviour Policy
- Intimate Care and Toileting Policy
- Online Safety Policy and Procedures (Part 2)
- SEND Policy (Part 2 and 3)
- Supporting Pupils with Medical Conditions Policy (Part 2)
- Suspension and Permanent Exclusion Policy (Part 2)

CUMBRIA LOCAL OFFER

Every Local Authority across England must publish a local offer which outlines the support that is available for local children and young people with SEND, and their families. This information is held in a central place and provides information about the guidance and advice available across education, health and social care in the local area for children and young people with SEND. The local offer will include up-to-date information about the available services and how to access them.

The SEND Code of Practice (DfE, 2015) sets out the information and questions that must be addressed in this SEND School Information Report, in accordance with section 6.79 (pages 106 – 107). As a School we want to ensure that parents/carers and other partners are able to have clear and transparent information about the provision, services and support we provide for students with SEND. Below is information that you may find helpful about how we support students with SEND and their families.

Questions about provision and support for students with SEND	Response to the question	Examples of support at Castle Park School
<p>1) What are the different types of SEND that support is provided for at Castle Park School?</p>	<p>There are four broad areas of need.</p> <p><u>1 Communication and interaction</u> (for example Autistic Spectrum Conditions (ASC) or speech and language difficulties)</p> <p><u>ASC</u> Students with ASC may find it difficult to:</p> <ol style="list-style-type: none"> a. understand and use non-verbal and verbal communication b. understand social behaviour, which affects their ability to interact with peers and adults c. think and behave flexibly, which may be shown in restricted, obsessional or repetitive activities. <p><u>Speech and Language</u> Children and young people may have a range of difficulties with speech and language, some of which may resolve as the student develops. These difficulties could be:</p> <ol style="list-style-type: none"> d. their production of speech e. it may be hard to find the right words or to join them together meaningfully in expressive language f. problems in communicating through speech and may find it hard to acquire language and express thoughts and ideas 	<ul style="list-style-type: none"> • Every student has a key adult who they see every day and will know if there are any concerns and identify needs. • The School has a safeguarding team and an EWO (Emotional Well-being Officer) who are available to speak to all students • The EWO provides one-to-one support, small group work, home visits and parental support. • There is a strong safeguarding team who provide welfare checks, home visits and transportation if needed for our most vulnerable students. • Each class has a key adult who is available to deal with any problems and difficulties that students face. • There is a clear positive behaviour system in place to ensure that students are praised for success and that behaviour and safety are outstanding.

	<p>g. difficulties or delays in understanding or responding to verbal cues from others, or in understanding and using appropriate language for social interaction.</p> <p><u>2) Cognition and learning</u> (for example dyslexia, dyspraxia, dyscalculia)</p> <p><u>Attention deficit hyperactivity disorder (ADHD)</u></p> <p>Attention Deficit Hyperactivity can seriously affect a student’s concentration, behaviour and learning. They will often feel easily bored, may be distracted by others, sounds and sights, be impulsive and find it hard to focus in lessons.</p> <p><u>Moderate Learning Difficulty (MLD)</u></p> <p>Students with MLDs will have attainment significantly below expected levels in most areas of the curriculum despite appropriate interventions. Students with MLDs have much greater difficulty than their peers in basic literacy and numeracy skills and in understanding concepts. They may also have an associated speech and language delay, low self-esteem, low levels of concentration and under-developed social skills.</p> <p><u>Profound and Multiple Learning Difficulty (PMLD)</u></p> <p>Students with PMLD have complex learning needs. In addition to very severe learning difficulties, pupils have other significant difficulties such as physical disabilities, sensory impairment or a severe medical condition.</p>	<ul style="list-style-type: none"> • The school works with many external agencies for specialist support, which includes the Deaf and Hearing Impaired Team, Speech and Language, Occupational Therapy and the Visually Impaired team. • Castle Park School can provide small group work intervention alongside mainstream lessons for students who are not making age expected progress in Mathematics and English. • Castle Park School provides interventions and small group work for social communication and for those with SEMH alongside mainstream lessons. We provide other intervention including additional literacy and numeracy support, memory recall activities, 1:1 and group work, Smart Moves, ELIP, Lego therapy, reading and handwriting support. All intervention is tracked and monitored to ensure that it is effective and has an impact on development and progress. • Learning is personalised to ensure that the needs of all students, including those with SEND, are met within the classroom and through high quality teaching. • Quality First Teaching is a priority at Castle Park School with experienced teachers and support staff leading intervention and teaching the groups where SEND students need support. This is quality assured regularly by members of the Senior Leadership Team. • Students who need support to make progress in Mathematics and English will have access to small group intervention to supplement their mainstream education. • Concrete resources/manipulatives are used for some students to develop skills in Maths. • The EWO can provide small group work for students with social, emotional and mental health difficulties and social skills concerns dependent on need. Group work would be provided alongside access to mainstream lessons.
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	<p><u>Severe Learning Difficulty (SLD)</u></p> <p>Students with SLD have significant intellectual or cognitive impairments. This has a major effect on their ability to participate in the curriculum without support. They may also have difficulties in mobility and co-ordination, communication and perception and self-help skills.</p> <p><u>Specific Learning Difficulty (SpLD)</u></p> <p>“A child or a young person with a Specific Learning Difficulty (SpLD) may have difficulty with one or more aspects of learning. This includes a range of conditions such as dyslexia (difficulties with reading and spelling); dyscalculia (maths); dyspraxia (co-ordination) and dysgraphia (writing).” (2015 SEN Code of Practice)</p> <p><u>3) Social, Emotional and Mental Health (SEMH)</u> (e.g anxiety, attachment difficulties, Obsessive Compulsive Disorder)</p> <p>Students with emotional difficulties include those who may be withdrawn or isolated, hyperactive and lack concentration; those with difficulty with social communication skills and those presenting other difficulties arising other complex needs. These students may struggle managing their emotions and building relationships with others which has an impact on their ability to learn.</p> <p><u>4) Sensory and/ or physical needs</u> (e.g hearing impairment or visual impairment)</p>	<ul style="list-style-type: none"> • Learning tools and aids can be provided for students with physical or sensory difficulties, such as writing slopes, easy grip pens and pencils, colour paper and overlays, line guides. • Castle Park School is highly accessible, with wide corridors and an accessible toilet in the UKS2 part of the building. • Castle Park School has an Accessibility Plan which outlines how we will ensure that all students have access to building, facilities and to the learning experience, please see the website Castle Park School – Cumbria Education Trust
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	<p><u>Hearing Impairment (HI)</u></p> <p>Students with HI may have mild hearing loss to those who are profoundly deaf. They cover the whole ability range.</p> <p><u>Visual Impairment (VI)</u></p> <p>A visual impairment is generally defined as an eyesight problem that cannot be corrected by wearing glasses or contact lenses or by surgery. The terms partially sighted, low vision, legally blind, and totally blind are used in the educational context to describe students with visual impairments.</p> <p><u>Multi-Sensory Impairment (MSI)</u></p> <p>Students with MSI have a combination of visual and hearing difficulties. Many also have additional disabilities but their complex needs mean it may be difficult to ascertain their intellectual abilities.</p> <p><u>Physical Disability (PD)</u></p> <p>There is a wide range of physical disabilities. Some students are able to access the curriculum and learn effectively without additional educational provision. They have a disability but do not have a SEND. For others, the impact on their education may be severe.</p> <p>Some students may have primary SEND needs and additional or complex needs from more than one category. As a school, we will ensure that we are aware of each need and that learning is personalised to</p>	
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	<p>ensure that all of these needs are met to enable the student to learn. If students are significantly falling behind their peers or are making lower than expected progress over a period of time due to barriers to learning they may be assessed as having SEND. This may be due to the development of fine and gross motor skills, perceptual skills, self-help and care difficulties, cognitive development, difficulties with communication and language, social communication concerns.</p> <p>SEND can affect learning in many different ways and students may have difficulty with:</p> <ul style="list-style-type: none"> • Reading and writing • Numeracy and mathematics • Concentration and staying on task, e.g. attention deficit conditions • Physical movement • Medical difficulties that affect health and wellbeing • Sensory processing, such as hearing or visual impairments • Social communication and socialising with others • Controlling and managing emotions, such as anger • Dealing with anxiety or stress 	
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<p>2. Who is the named Special Educational Needs and Disability Co-ordinator (SENCo) and how does the school identify and assess the needs of students with SEND?</p>	<p>THE SENCO The SENCO hold statutory duties for the identification or and co-ordination of support for the schools code of practice register alongside the Headteacher and LAB member connected to SEND. Daily responsibilities are providing support for students identified as SEND, including those with Education Health and Care (EHC) plans, and their families. These members of staff are also responsible for communicating with parents/carers of students with SEND and external agencies who may offer support.</p> <p>IDENTIFYING STUDENTS WITH SEND</p> <p>Transition A student may be identified as needing support for SEND at transition from primary school to secondary school or across phases if they transfer mid-year. If this is the case the SENCo from the primary or secondary school will contact our SENCo to share information. This communication may include visits to the school and students, meetings with the SENCo/Director of Learning Provision, external agencies, attendance at review meetings and meeting with the student and parents/carers.</p> <p>Identifying SEND Difficulties If a student is not identified as having SEND difficulties before attending Castle Park School, their needs may be identified at a later date.</p> <p>If a student is identified as SEND, the SENCo will contact parents/carers prior to the student being placed on the SEND register.</p>	<ul style="list-style-type: none"> • Castle Park School’s named SENCO is Neil Stoker. • The assistant SENDCO and EWO / Attendance officer is Margaret Mossman. • Neil and Margaret are supported by The Director of Learning Provision Sue Newstead. • The SEND LAB member is Wendy Gibson. • Information with regards to SEND at Castle Park School, including the SEND policy, Accessibility Plan and link to the Local Offer can be found on the school website at Castle Park School – Cumbria Education Trust <ul style="list-style-type: none"> • The SENCo and Headteacher will liaise with secondary schools for transition into Year 7. They will meet secondary school staff to share information while students are in Year 6. • The transition process includes extra visits, meetings with the Year 7 teachers and SENCo, visits to the secondary schools, group work and orientation days. • SEND students may also attend transition visits and events to develop their confidence and self-esteem and help support organisation. Students who are identified as being lone students will have additional visits and group activities. During transition students are immersed in activities across curriculum subjects.
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	<p>Castle Park School has an overall approach to assessment and monitoring of student progress and the development of all students, including those with SEND. Student progress in all lessons is tracked, assessed and monitored throughout the year through assessment point data so that staff can discuss any concerns and celebrate achievements.</p> <p>Sometimes students may make progress below age expected levels or make limited progress over a long period of time which could be linked to barriers to learning and SEND. It is the responsibility initially of class teachers to identify students who have these difficulties. The teacher would then refer to the SENCo so that they can speak to other staff, parents/carers and to the student to make assessments and plan the next steps for support.</p> <p>Parents/carers can contact the SENCo if they have any concerns about their child's learning.</p>	<ul style="list-style-type: none"> • There is a SEND referral process in place for staff to refer concerns or student difficulties to the SENCo. These can be made by any staff. Teachers are provided with CPD to support with the early identification of pupils with SEND. • At each assessment point data is analysed and discussed by class teachers, the SENCo and Senior Leaders to identify any students who may need additional support or intervention. • Parents/carers are invited to attend a meeting with their class teacher with support from the SENCo to discuss their child's education three times a year usually at parents evening meetings. • All SEND students have a plan of support and a AAP (Academic Adventure Plan) that will be shared with the student and parents/carers. This will include the wishes and feeling of the students, strategies to support them and development targets. • We work in liaison with a number of external agencies to ensure that all students access Early Help and have support that is pro-active. Health diagnosis and health professionals are involved in planning for support, where needed. We acknowledge that a joined up approach to support will result in the best outcomes for families and students. Castle Park School also benefits from support from CETs Director of Learning Provision. • We have high expectations for Quality First Teaching in every lesson and teaching staff will personalise lessons that is individual to every student, their unique abilities and any additional needs.
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<p>3. What is in place at the Castle Park for consulting with parents/carers of students with identified SEND needs and how do we involve parents/carers in their child's education?</p>	<p>The views and voice of our parents/carers is important to the school. There are many activities and events throughout the year where all parents/carers are invited to attend Castle Park School to discuss student progress and celebrate achievements, including where a SEND need is identified.</p> <p>The SENCo will also ensure that parents/carers of students identified with SEND have regular communication, meetings and are involved in the 'assess, plan, do and review' cycle of support for their child. This will include:</p> <p>Assess - Parents/carers are contacted by the class teacher/ SENCo if any concerns are raised about barriers to learning to assess the needs of the student. Teachers may make a referral to the SENCo with regards to needs that have been identified during lessons.</p> <p>Plan – A meeting with parents/carers, the student and other agencies and professionals is held to discuss these concerns and planning for the right support.</p> <p>Do – We make an action plan, identify needs, set targets and put the right support in place. We action this support and intervention.</p> <p>Review – We review the support and intervention to see if it has been successful and look at next steps for support.</p>	<p>General and SEND</p> <ul style="list-style-type: none"> • The class teacher is the first point of contact for parents/carers if they have a concern. • Class dojo can be used to communicate with teachers and the SENCo about any concerns or to ask for them to call. This a way of parents/carers communicating with staff. • There are two parent's evenings a year. • Each student is assessed on a regular basis and progress is reported to parents/carers every term. This includes attitudes to learning as well as performance. Assessment data of all students will be analysed to ensure that every student is making progress and is supported in their learning. • Once a year parents/carers receive a summary report of their child's progress. • Parents/carers are invited to school community events. • Senior leaders contact parents/carers for praise calls when a student has been successful, is making good progress or goes above and beyond, shows resilience, has a caring attitude, exhibits team work and aspires to achieve. <p>Students with SEND and their parents/carers</p> <ul style="list-style-type: none"> • Parents/carers of students with SEND can contact the SENCo and arrange a meeting to discuss any concerns and/or support. • The Class teacher will contact parents/carers and invite them to an initial meeting when a student is identified as having additional needs. • The Class teacher will arrange meetings with parents/carers three times a year, at a minimum, to review support and intervention. This is supported by the whole school parents evening process. • Where a student has an Education, Health and Care Plan regular review meetings will be held with parents/carers and relevant agencies, to discuss support and progress on the plan.
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	<p>We meet with parents/carers and the student to find out what has worked and how we can better support their needs. This may include information from class teachers.</p> <p>Parents/carers will be consulted at all times if ever there is a change to the planned support for the student or any changes to their needs.</p> <p>Coming off the SEND Register A pupil will be removed from the SEND register, in consultation with parents/carers if it is decided that they have made sufficient progress and are able to access the curriculum successfully. However, they will continue to be monitored in case any issues arise. Some pupils may dip in and out of SEND Support and parents will be consulted at each stage.</p>	<ul style="list-style-type: none"> • During these meetings learning outcomes, targets and review dates will be discussed and agreed. • For information with regards to our Home School Agreement please visit our website. • To see our SEND Policy and other related policies please visit Castle Park School – Cumbria Education Trust • We will signpost parents/carers to SENDIAS, the impartial information and advice service for SEND if parents/carers require further support.
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<p>4. What are the arrangements for consulting with students with SEND and involving them in their education?</p>	<p>Developing strong relationships with students and members of staff is very important so that students feel comfortable and confident to have conversations about their education and any concerns.</p> <p>The student voice is important to us as the student is at the centre of everything that we do. We will always speak to the student before any meetings about them to ensure that they are able to express how they feel and what they think. Sometimes students will also be invited to review meetings to express their thoughts and feelings. We will always record what the student thinks and feels and the SENCo will share this in meetings with parents/carers and external agencies. Regular discussions will be held with class teachers and students to review their progress and discuss any concerns. The class teacher will always listen to what the student needs and personalise learning to ensure that they are making progress.</p> <p>The student is heavily involved within their AAP reviews in order to ensure that their voice is listened to in terms of additional support that they require. Student voice is fundamental in order to ensure that their needs are being fulfilled.</p>	<ul style="list-style-type: none"> • School Newsletter and Facebook page. • The AAP template supports the capture of the student voice which is then translated to what that means for learning and academic outcomes. • As part of the identification process, PASS assessments (Pupil Attitude to Self and School) capture student voice outside of a time of crisis. • AAP review meetings encourage student input. • Student evaluations and surveys.
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<p>5. What arrangements are in place for assessing and reviewing student's progress towards outcomes, including the opportunities to work alongside parents/carers and students as part of this assessment and review?</p>	<p>Castle Park School has an overall approach to monitoring of progress and development. At each assessment point teachers, class teachers, the SENCo and Senior Leaders analyse data and decide if students may be in need of intervention.</p> <p>If a student is already receiving support and/or intervention the SENCo, alongside Senior Leaders will regularly monitor and track this support alongside general assessment criteria. The SENCo will also review progress against set targets and outcomes from the SEND plan, statement or Education, Health and Care Plan with the student and parents/carers. This will be part of the Assess, Plan, Do and Review Cycle for SEND students and their parents/carers.</p> <p>The school closely monitors the progress and attainment of SEND students through assessment, attendance data, reading and spelling testing, rewards and work examples. The SENCo works with the Director of Learning Provision and designated LAB member to ensure that all students receive high quality provision.</p>	<ul style="list-style-type: none"> • A SEND register is kept to ensure that all staff are aware of which students have identified needs. • This is available on Arbour and the Teacher's server. • The SEND register is reviewed and updated at the minimum every term. • Students can be taken off the SEND register if they make expected or sufficient progress in discussion with parents/carers. • Students can be added to the register where a need is identified in discussion with parents/carers. • Every student with SEND will have an AAP and/or Education, Health and Care Plan. This sets out outcomes and targets which will be reviewed. • Provision maps are developed by the SENCo and teachers. • Support and intervention is regularly reviewed in line management meetings and at senior leadership meetings. • There is a rigorous approach to monitoring, the evaluation and quality assurance of SEND support. • Learning observations and book scrutiny's are undertaken by the senior leadership team to ensure that SEND students receive high quality teaching. • SEND provision is based upon a graduated approach with a focus on the Assess, Plan, Do and Review cycle. • Ongoing monitoring by teachers is part of an overall approach to assessment and monitoring.
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<p>6. What arrangements are in place at Castle Park School to support students moving between phases of education and in preparing for adulthood, including aspirations, further or higher education, employment, independent living and participation in society?</p>	<p>All students including those with SEND are supported to make successful transitions, from year to year, from key stages and from primary to secondary school. It is our mission to ensure that all of our students are able to become rounded young adults with fulfilled lives.</p> <p>We have very high aspirations for all students and work to improve outcomes the outcomes of SEND and the most vulnerable by giving them guidance and advice.</p>	<ul style="list-style-type: none"> • The Year 6 teachers, along with SENCo and Headteacher, meets secondary school staff to share information while students are in year 6. • Transition activities include: <ul style="list-style-type: none"> ○ Transition intake evenings ○ Intake days ○ Small group events ○ Transition activities ○ Extra visits to the Secondary School ○ Open days for prospective year 6 students and parents/carers • The transition process includes extra visits, meetings with the SENCo and visits to Secondary Schools. • SEND students may also attend transition visits and events to develop their confidence and self-esteem. • Preparation for secondary school is discussed in all EHCP Annual Review meetings in consultation with parents/carers to ensure that the transition to secondary education is clearly mapped for pupils with SEND • If a student transfers schools mid-term the SENCo and/or Senior Leaders will attend hand over and review meetings prior to transition. • Senior leaders and/or the SENCo/ Director of Inclusion will lead an initial meeting with parents/carers and students, a tour of the Academy and a transition programme for new and mid-year transfers. • Our SENCo assistant SENDCo are also Deputy Designated Safeguarding Leads and they visit feeder schools to ensure that vulnerable students have support in Year 7 and mid-year transfers. • The SENCo will attend Early Help Assessment meetings and child protection review meetings for year 6 students and mid-year transfers.
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		<ul style="list-style-type: none">• Targeted students who may be at risk of not being in Education work with the EWO to develop confidence, motivation and the skills to succeed.• If a student from Castle Park School transfers to another school documentation, student files, attendance information, assessment and information and copies of plans will be discussed with the new school and transferred.• Attendance is high priority and our strategy supports and identifies absence relating to SEND so that this can be addressed.
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<p>7. What arrangements are in place to ensure accessibility and access arrangements?</p>	<p>Castle Park School is accessible by wheelchair/mobility aids for students, staff and parents/carers with mobility difficulties. The school has wide corridors, an accessible bathroom and changing facilities.</p> <p>If parents/carers/children have English as an additional language, we will make our best endeavours to arrange for a translator to attend meetings where necessary and where leaders cannot be understood by any other means, to ensure that parents/carers/children are able to express their views.</p> <p>Alternatively, the school will use a translator App to ensure key messages can be given and understood.</p>	<ul style="list-style-type: none"> • Please see the Accessibility Plan on our website at Castle Park School – Cumbria Education Trust • We work closely with the Deaf and Hearing Impaired Team and Visually Impaired Team if extra equipment is needed for students. • Accessibility arrangements for examinations and tests will be applied for by the SENCo when needed in consultation with parents/carers and students, for example a scribe or reader. • Children with English as an Additional Language can use visual aids (e.g. picture cards, emotion charts, or translated symbols) to express their needs and feelings confidently and clearly. • If parents/carers are considering whether their child should join Castle Park School they can contact admin@castle-park.cumbria.sch.uk or on 01539 790440
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<p>8. What approaches are used to teach students with SEND?</p>	<p>We expect all of our teachers to be teachers of SEND and that there is Quality First Teaching in every classroom for all students.</p> <p>Our staff will personalise learning to ensure that every lesson meets the needs of every student within that class. This will consider the needs of SEND students to ensure that there are included in whole class experiences. Where it is recognised that a student may need additional support or intervention they may be withdrawn for short periods of time and brief intervention given to build on strengths and develop knowledge and skills to enable them to thrive in lessons.</p> <p>As a mainstream Primary School, all intervention is delivered with the intention of complimenting the Quality First Teaching received within the mainstream lesson and therefore, all intervention is offered with the intent of supporting students being successful in their mainstream lessons so is only ever shortterm.</p> <p>The SENCo/Headteacher and EWO will work alongside the class teacher to plan this support for targeted students.</p> <p>The school closely monitors the quality of teaching and intervention that SEND students receive.</p>	<ul style="list-style-type: none"> • Learning is personalised for every student to ensure that the needs of students are met in all lessons. Specialist support staff are utilised to support SEND students. • Strategic seating plans and personalisation mapping is used to ensure that groupings and seating meets the needs of students. • Work scrutiny by the Senior Leadership Team ensures that students have work with challenge, pace and differentiation that is suited to their needs. • Students will have Wave 1 Quality First Teaching which is high quality and personalised learning within the classroom • Students may access Wave 2 intervention where additional needs are identified, this is targeted support, which may include differentiated work in the classroom and short-term group work and intervention. • Students may access Wave 3 intervention if they have a diagnosis, identified needs which are not met by Quality First Teaching or complex difficulties, and where specialist agencies such as Child and Adolescent Mental Health Services, Educational Psychologist, Speech and Language are involved in planning, intervention and support. • Students may access Wave 3 intervention and may have modified or scaffolded tasks within the classroom, have access to regular 1:1 support and group work, and the involvement of multiple agencies to offer support. • If parents/carers have any concerns with regards to their child’s progress in learning they can contact the class teacher, SENCo or Headteacher or call the school reception on 01539 790440 and request a call/meeting.
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<p>9. How are adaptations made to the curriculum and learning environment for students with SEND?</p>	<p>The School’s resources are allocated across the school and the SENCo has a budget to purchase resources, aids and services for SEND.</p> <p>The school budget is allocated to provide staffing, support staff, Educational Psychology services and resources, specifically used to provide learning opportunities for SEND students within and outside of the classroom.</p> <p>We expect our teachers to personalise learning to ensure that all students are able to make progress. This includes ensuring differentiated outcomes and resources are used in lessons.</p> <p>If a student has a Statement of SEND or an Education, Health and Care Plan the school will ensure that they receive the provision described on their plan. This will be reviewed in partnership with parents/carers and students.</p> <p>As a school we have high aspirations for all students and try to give all students the opportunity to learn in a community where they feel included and valued.</p>	<ul style="list-style-type: none"> • Class teachers are the primary pastoral support for students, with Senior Leaders and the EWO providing individual support. • SEND students participate in literacy intervention. • Students receive support through guided reading programmes. • Students are supported by the EWO, for example SEMH support and social communication in small groups. • All students take part in PSHE to promote their Spiritual, Moral, Social and Cultural development, Fundamental British Values and develop skills for life. • Strategic seating plans which include the needs, difficulties, strengths, group dynamics and skills of every student on the plan and inform seating teaching and assessment. • The use of strategic grouping and pairing during lessons. • Interactive and SEND friendly class displays and classroom environments. • Some students have reduced timetables to suit their needs. Reduced timetables are only ever implemented with the intention of supporting students to access a full timetable again. • The use of visual timetables and differentiated resources. • Outcomes and targets will be identified for SEND students to be reviewed with the class teacher. Additional equipment may be given to the student including writing slopes, pens, pencils, colour overlays etc. • All curriculum maps have been expertly developed to ensure that all students can access a broad and balanced curriculum that stretches and challenges them whilst meeting their individual needs.
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<p>10. What expertise and training is provided for staff to ensure the best support for students with SEND, including securing specialist expertise?</p>	<p>It is the responsibility of teaching staff, Senior Leaders, the SENCo and Head teacher to ensure that all students are able to make progress. It is important that these staff members receive regular information to help them to develop the skills and knowledge.</p> <p>The Director of Learning Provision, SENCo and Senior Leaders provides regular training for staff in implementing effective strategies to support students with SEND.</p> <p>Cumbria Education Trust also lead Continuous Professional Development days where all staff across the Trust receive training to enhance teaching and support.</p> <p>Where students make little or no progress, or where complex needs are creating significant barriers to learning, the school will make referrals for support from specialist and external agencies.</p> <p>If students and their families need additional specialist support we can refer to a number of different agencies for specialist advice and expertise.</p>	<ul style="list-style-type: none"> • Personalised TAF meetings are held every term unless there is a welfare issues which means these will be reviewed 4-6 weekly to ensure that the relevant staff members understand the needs and strengths of students who are the most vulnerable and SEND. • Regular staff training is held to develop skills in many areas of support for students including whole staff training from external agencies such as Educational Psychologists. • The Trust hold Continuous Professional Development days for all staff, which has included pastoral training. • The SENCo attends regular training. • Phonics intervention group work is led by experienced members of staff that have attended CPD run by the school’s Reading Lead, The Orgill English Hub. • There is external training available for senior leaders and teachers. • The school works closely with the Educational Psychologist to provide support, consultation, support for staff and families to ensure the needs of students are met. • The EWO and SENCo attend training meetings and development opportunities within the trust. • Referrals can be made if suitable for support, for example: <ul style="list-style-type: none"> ○ Educational psychologist ○ Family Action (for support with social, emotional and mental health) ○ Young Carers ○ Speech and language services ○ Deaf and hearing-impaired team ○ Visually impaired team ○ Child and Adolescent Mental Health Services ○ Health and school nursing • Referrals can be made to the school counsellor for family support and counselling.
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<p>11. How do we evaluate the effectiveness of the provision made for students with SEND?</p>	<p>By assessing and reviewing the services provided for students we can ensure that students are making progress towards planned targets and outcomes. This is important to make sure that students are achieving targets, narrowing the gap between themselves and their peers and making age expected progress.</p> <p>This evaluation includes formal assessment as well as verbal feedback to parents/carers and students.</p>	<ul style="list-style-type: none"> • Ongoing assessment of data with regards to student progress with class teachers and Senior Leaders including the regular assessment of interventions to track and monitor progress. • Formal assessment of progress at assessment points. • Regular review of the AAP with students and parents/carers evaluates progress towards targets on AAPs and identifies clear next steps within the graduated response. • Regular reviews of targets and expected outcomes with parents/carers and students. • Parents evenings and events, and meetings with parents/carers. • Senior Leadership scrutiny of work, books and marking. • Lesson observations and line management to ensure consistent support for SEND students. • Learning walks to observe Quality First Teaching in the classroom with feedback and targets for staff. • Parental surveys, parent view and evaluation. • Student survey and evaluation. • Attendance data is analysed with specific groups, as identified. Intervention and support is in place where students have barriers to attendance. • Provision map which outline the support and intervention for students. • Review meetings and annual reviews. • Multi-agency meetings, Early Help Plans, Child Protection plans and meetings and agency referrals
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<p>12. How do we ensure that students with SEND are enabled to engage in activities available for students in the school who do not have SEND?</p>	<p>It is our aim that all students are able to fully participate in events and activities within the school.</p> <p>Extra-curricular activities are offered throughout each term to all year groups to encourage motivation, expand learning and promote health, wellbeing and team work. These cater the needs and interests of all students. If a student is in need of additional assistance or resources to access these activities this will be provided.</p> <p>Assistance will be provided for students so that they can engage in sports activities, visits and trips.</p>	<ul style="list-style-type: none"> • Extra-curricular activities at Castle Park School which are accessible and inclusive of all students. • School trips are planned to include all students and support for students with SEND medical additional needs, including additional staff ratios, First Aid support and risk assessment.
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<p>13. What support is available for improving emotional and social development, including arrangements for listening to the views of students with SEND and prevention of bullying?</p>	<p>As a school we recognise that barriers to learning can have a lasting impact on students’ ability to learn and their life chances. As a school we are proud that we are able to provide support for our most vulnerable students. We want to ensure that every student is able to fulfil their potential. To do this we ensure that all students have access to pastoral support to improve their social emotional development and resilience.</p> <p>We also have a zero-tolerance attitude to bullying of all students, including SEND.</p> <p>The class teacher is the first point of contact for students, they monitor attendance, offer support and track behaviour. Students also have the EWO and Senior Leaders to support their social and emotional needs.</p>	<ul style="list-style-type: none"> • All students have access to pastoral support from their class teacher. • The EWO provides 1:1 support, group work and parental support. The EWO leads therapeutic group work, around emotional regulation, building resilience, developing self-esteem and confidence and life skills. • Personal, Social, Health and Citizenship Education (Jigsaw) lessons raise awareness of bullying, e and online safety and healthy relationships, as well as many other key areas of student development. • The promotion of Spiritual, Moral, Social and Cultural Development through learning environments, assemblies, workshops, lessons and community events. • Anti-bullying week/month activities and ongoing promotion and celebration of equality and diversity, difference. • Hate incidents are reported, tracked and reported to the Local Authority • Attendance at domestic violence meetings and training by the Inclusion team. • Positive discipline ensures that there are graduated and stringent sanctions for students who bully others, including restorative practice. • Students with social communication difficulties, for example Autistic Spectrum Conditions, will work on storyboards, social stories and development friendship skills, and development of social communication. • PSHE lessons support students to develop an awareness of their social emotional development. • The EWO provides pastoral support, home visits, phone calls, monitoring of attendance concerns and support for students and parents. • School Councillors are nominated and represent the views of the student body.
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<p>14: How does Castle Park School involve other bodies, including health and social care, local authority support services and voluntary sector organisations in meeting the needs of students with SEND and their families?</p>	<p>Meetings with parents/carers, students and agencies to identify other professionals from who can offer support, advice and guidance. We have many different agencies available to support our families.</p> <p>If our Inclusion team feel that a student may need additional support they will firstly contact parents/carers.</p> <p>We have a hub of agencies that we work alongside to support students and families. (please see the table on page 29 and 30 for useful contact numbers and websites)</p>	<ul style="list-style-type: none"> • The Headteacher as DSL, SENCo, assistant SENDCo and team leaders as deputies are the child protection designated team and Early Help trained. • The safeguarding team works closely with other bodies, including health and social care, local authority support services and voluntary sector organisations in ensuring that the wellbeing of students with SEND and their families is taken care of. • We work alongside Cumbria Family Support and Family Action to support families. • We have close working relationships with Children’s Services to ensure that all children are safeguarded and safe from harm. • The school utilises Counselling services to ensure that counselling provision is readily available for students, including those with SEND. • We can refer to charitable and voluntary agencies offering services, such as Focus Families, Family Action, Cumbria Family Support. • We can access financial support for families, including food banks, financial and housing support. • Local government agencies, such as Educational Psychologist, Children’s Social Work Services, speech and language and complex needs • Health, for example the Child and Adolescent Mental Health Services, paediatricians, speech and language therapists and school nursing team.
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<p>15. What arrangements are in place to support Children Looked After (CLA) by the Local Authority and have SEND?</p>	<p>We believe that as Corporate Parents we have a special duty to safeguard and promote the education of students and children in looked after care. These students face life challenges so deserve sensitive and proactive support to give them equal life chances that every student deserves. This includes ensuring they receive the best education, are supported to attend school and achieve; and their physical, social, emotional and mental health needs are fully met.</p> <p>We will strive to:</p> <ul style="list-style-type: none"> • provide a safe and secure environment which values education and believes in the abilities and potential of all students. • bring the educational attainments of CLA/previously CLA students nearer to those of their peers and to narrow the gap in attainment and progress. • identify the school role as Corporate Parents to promote and support the education of our CLA/previously CLA students. • Ensure that CLA/previously CLA and CLA SEND students have high aspirations for themselves and are prepared to move into the next stage of education and adulthood. 	<ul style="list-style-type: none"> • The nominated member of staff for CLA and previously looked after children is a member of the senior leadership team. The person responsible for this at Castle Park is Neil Stoker Deputy Headteacher / SENDCo. • There is a nominated LAB member for CLA who the Safeguarding LAB member is also. The designated LAB member is the lead governor for Pupil Premium. • Effective use of Pupil Premium funding to support resources for CLA students with SEND. • Attendance of SENCo/and key members of staff at CLA meetings and reviews including review of the Care Plan and Personal Education Plans (PEP) • Educational targets are set and reviewed with all staff. • Support from the EWO if needed. • Rigorous assessment and monitoring of students that are CLA/previously CLA and SEND. • Working alongside the Virtual School and other partner agencies.
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<p>16. What arrangements are in place for handling complaints from parents/carers of students with SEND about the provision made at the school?</p>	<p>All complaints should follow the school’s complaints procedure as set out in the Trust policy.</p> <p>We want to ensure that the needs of all students are met. If you feel that you need to speak to a member of staff with regards to a complaint, please refer to CETs complaints procedure on our website.</p>	<ul style="list-style-type: none"> • SENDIASS can provide information and advice. They can be contacted at Sendiass Cumbria • In the first instance, concerns should be discussed with the SENCO. If unresolved, contact the Headteacher on 01539 790440 to discuss any complaint relating to SEND practice within the Academy and where concerns remain, please contact CETs Director of Learning Provision, Mrs Sue Newstead. • For complaints related to statutory aspects of SEND e.g. the local authority’s handling of the EHC application process please refer to the complaints procedure in the SEND Code of Practice at https://www.gov.uk/government/publications/sendcode-of-practice-0-to-25 • See our complaints policy and other related policies, such as child protection. • The SEND LAB member is Wendy Gibson
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Areas of SEND Needs and Types of Interventions/Support			
Communication and interaction	Cognition and Learning	Social, Emotional and Mental Health (SEMH)	Sensory and/or physical needs
Quality First Teaching Literacy and numeracy support Short term small group work Resilience, social communication, life skills and emotional regulation group work Restorative practice 1:1 EWO support Drop-in EWO appointments Solution focused support Social stories Phonics - Speech and language support Literacy programmes Reduced timetable Visual timetable Praise reports Nurture space	Quality first teaching Personalisation and differentiation Small group work Guided reading Educational Psychology referral and support Literacy and numeracy programmes Literacy and numeracy intervention Maths manipulatives Scaffolding Handwriting intervention Coloured overlays Writing slopes Easy grip pens Triangular pencils Use of ICT/laptops Reading intervention Spelling intervention Dictionaries Access for exams Numicon 1:1 TA support	School counsellor 1:1 EWO support Therapeutic group work Family Action External agency referrals Early Help Plan Small group work – resilience building, emotional regulation, cognitive behaviour therapy, social and communication, motivation and learning. Class teacher support Reduced timetable Drawing and Talking Lego therapy Children’s Social Care Service Nurture space/ Sensory room Stress balls/Time out Positive Handling Plan	Specialist support – Hearing impaired/ visually impaired team Specific equipment tables/chairs Hearing/ visual aids Occupational therapy Physiotherapy Nurture space Sensory room Specialist equipment Tactile resources Intimate Care Plan Care Plan Ergonomic pens/pencils/writing slopes Use of ICT/laptops Coloured overlays Visual timetables Time out Medical pass Leaving 5 minutes early Lego therapy Toilet pass

APPENDIX 1 - Staff experience and qualifications

Name	Role	Key strengths and experience
Neil Stoker	SENCO	Experienced School Leader and teacher. Registered for NPQ SENDCo.
Margaret Mossman	Assistant SENDCo & EWO HLTA	Experience of all aspects of SEND and SEND processes. Highly skilled and experienced. EWO / Mental Health First Aider. ELSA Training / ASC
Karen Dodds	STA	Delivers AAP interventions in English and Maths. ASC
Mel King	STA	Mental Health First Aider. Delivers AAP interventions in English and Maths.
Liz Wallace	STA	Delivers AAP interventions in English and Maths.
Di Hepworth	STA	High skilled and experienced in dealing with a range of challenging behaviour. Delivers AAP interventions in English and Maths.
Laura Wooff	STA	High skilled and experienced in dealing with a range of challenging behaviour. Delivers AAP interventions in English and Maths.
Gill Fazakerley	STA	Delivers AAP interventions in English and Maths.
Joely Banks	STA	Breakfast Club / After School Club Delivers AAP interventions in English and Maths. SMART Moves
Millie Berriman	STA	Breakfast Club / After School Club Delivers AAP interventions in English and Maths. ELSA Training

Inclusion and Special Educational Needs and Disability (SEND) at Castle Park School

Jane Sumner	HLTA	Nursery Manager – Ducklings
Amy Ridding Jane Harrington Wendy Parkinson	STA	Nursery Support staff Breakfast Club / After School Club
Jody Freeston	TA	Nursery Support staff
Tracey Willan Emily Jones	Play and Supervision assistants	EY Support staff
Marie Casson	STA	KS1 Support staff
Julie Sergeant	STA	EY Support staff
Rowan Wheatman	STA	SMART Moves S&L
Bella Berriman Caitlin Robson Eris Mooney	TA Apprentices EY	EY Support staff Breakfast Club / After School Club
Molly Partington	TA Apprentice KS2	KS2 class support Breakfast Club / After School Club

APPENDIX 2 - Support, advice and guidance for Parents and Carers

Type of Difficulty	Name of Organisation and Telephone Number	Links to website/information
General information, advice and factsheets		http://www.afasic.org.uk/
Category: Communication and interaction		
Autistic Spectrum Conditions (ASC)	Young Minds Parent helpline - 0808 802 5544	https://www.youngminds.org.uk/young-person/mentalhealth-conditions/autism-and-mental-health/ You can access the Parent Helpline at the following address - https://www.youngminds.org.uk/parent/parents helpline-and-webchat/#ParentsHelpline
	National Autistic Society Parent to Parent Service - 0808 800 4106	www.autism.org.uk
	NHS support and advice about autism	https://www.nhs.uk/conditions/autism/
Speech and Language	Talking Point	http://www.talkingpoint.org.uk/parents/speechand-language/some-children-struggle
	iCan website Advice, resources and information	www.ican.org.uk/
Category: Cognition and Learning		
ADHD	Young minds Parent helpline - 0808 802 5544/ https://www.youngminds.org.uk/parent/a-zguide/adhd/	https://www.youngminds.org.uk/young-person/mentalhealth-conditions/adhd-and-mental-health/
	Childline	https://www.childline.org.uk/info-advice/you-yourbody/disability-learning-differences/adhd/
Dyscalculia	Dyscalculia.org Advice and information	www.dyscalculia.org
Dyslexia	National Dyslexia Society	www.bdadyslexia.org.uk
		www.nhs.uk/conditions/Dyslexia/Pages/Introduction.aspx

Category: Social, Emotional and Mental Health (SEMH)		
Mental Health	ChildLine is a free and confidential helpline. Call 0800 11 11 or visit	www.childline.org.uk
	Child and Adolescent Mental Health Service (CAMHS) provides specialist emotional support	Child and Adolescent Mental Health Service (CAMHS) West Cumbria - CNTW254 - Cumbria, Northumberland, Tyne and Wear NHS Foundation Trust
	Beat can help if you're affected by eating disorders or other difficulties with food, weight and body image. Call them on 0845 634 7650.	https://www.b-eat.co.uk/
Category: Sensory and/or physical needs		
Deaf and hearing impaired	For disability information call free on 0808 800 3333	www.scope.org.uk
Visually impaired	Support line - 0800 781 1444	www.blindchildrenuk.org/
Physical disability	For disability information call free on 0808 800 3333	www.scope.org.uk

