



ANNUAL REVIEW



SEND Information Report for Castle View Primary and Nursery School 2021-2022

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

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

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

General School Details:	
School Name:	Castle View Primary and Nursery School
School website address:	www.castleviewprimaryschool.co.uk
Type of school: Community Primary	
Description of school:	Primary School with Nursery
Does our school have resource base? Yes or No	No
Number on roll:	158
% of children at the school with SEND:	1.3% (2 children) with EHCP 0.6% (1 child) with dual placement 0.6% (1 child) working on a reduced timetable (aiming for full time after October half term). 0% with enhanced provision 15.8% with additional support (25 children including those with EHCP)
Date of last Ofsted:	May 2017
Awards that the school holds:	Healthy school Award 2019 Music Ambassador 2019 'Committed' award for whole school approach to Mental Health
Accessibility information about the school:	There are 4 entrances to the school that are wheelchair accessible. The pond and school field are also wheelchair accessible. Within the school building there is a toilet that is accessible for a wheelchair user. The curriculum is differentiated appropriately to meet the needs of all pupils and where appropriate staff are allocated to support individual pupil needs.
Please provide a web link to your school's Accessibility Strategy	https://castleviewprimaryschool.haltonschoools.info/wp-content/uploads/2020/09/Accessibility-Policy-SEP-20.pdf https://castleviewprimaryschool.haltonschoools.info/wp-content/uploads/2020/09/Access-plan-2020-2023.pdf

<p>Expertise and training of school based staff about SEND. (CPD details) Please comment specifically in relation to autism and include dates.</p>	<ul style="list-style-type: none"> • Core subject training for all school staff to develop a range of strategies and teaching styles which can be adapted to suit the needs and abilities of children • SENDCo attends New2SENCO training every half term. • SENDCo attends Halton SEND training workshops on a half termly basis. • Group consultation model used on a half termly basis to support individual pupil needs. • Staff – Team Teach trained (Supporting Positive Behaviour Management). • All staff asthma and allergy trained. • Speech and Language training for EYFS staff. • Makaton training for selected TA's. • Training given to staff when writing support plans/developing strategies to use with children from SENDCo and outside professionals. • ELSA training - CW. • Attachment training by EP for all staff. • Social communication training for support staff. • Autism matters training from LA – Taking place in 2021-2022 		
<p>Documentation available:</p>	<p>Are the following documents available on the schools website?</p> <p>If yes please insert the link to the documents page.</p> <p>https://castleviewprimaryschool.haltonschools.info/school-information/</p>	SEND Policy	Yes
		Safeguarding Policy	Yes
		Behaviour Policy	Yes
		Equality and Diversity	Single Equality Policy
		Pupil Premium Information	Yes
		Complaints procedure	Yes

Range of Provision and inclusion information:	
<p>How we identify special educational learning needs as a school and how we seek the views, opinions and voice of pupils and their parents in planning to meet them.</p>	<ul style="list-style-type: none"> • When pupils have identified SEND before they start at Castle View, we work with the people who already know them and use the information they already have available to identify what their Special Educational Needs and Disabilities (SEND) are. • If your child does not appear to be making the same level of progress as other children their age, we will undertake assessment in school and if needed we will seek help from other professionals to identify possible barriers to their learning. Parents and carers will be involved at all stages. • If parents/carers think their child has SEND we will discuss this with them and investigate. The first point of contact for parents is the class teacher, who can then seek further advice from the SENDCo. We will share our findings with you and agree next steps as to how we can all help support your child. • We are child and family centred so you will be involved in all decision making about your child's support. • We will ensure that parents are given the details for Halton SEND Partnership where they can access additional advice and support if necessary.

	<ul style="list-style-type: none"> • When assessing SEND, we discuss if understanding and behaviour are the same at school and at home; we take this into account and work with you so that we are all helping your child in the same way. • We will write individual support plans with the views of pupils and parents/carers taken into account. • We will write individual behaviour plans (IBP) with the views of pupils and parents/carers taken into account. • We will use homework to repeat and practise activities that present an achievable challenge, tailored to your child's needs.
<p>What we do for our pupils with SEND</p>	<ul style="list-style-type: none"> • We offer specific support for SEND pupils, this can be as an individual and/or as a small group. • We aim to create an inclusive culture in our school, and we aim to be more responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills. • We aim to teach in a way that will support children with additional needs. • We offer a variety of opportunities to develop and build on learning styles, thinking skills and confidence.
<p>Our school approach to teaching pupils with SEND</p>	<ul style="list-style-type: none"> • Quality First Teaching. • In addition to QFT, we believe in creating a learning environment which is flexible enough and structured to meet the needs of all members of our school community. • Precision teaching where necessary. • We believe our pupils should enjoy learning through us providing a curriculum that is creative and topic led, enthusiasm for learning is enhanced for all pupils. • We strive to create an inclusive culture which is responsive to the diversity of children's backgrounds, interests, experience, knowledge, and skills.
<p>What extra support we bring in to help us meet SEND: specialist services, external expertise and how we work together. For example health, social care, local authority support services and voluntary sector organisations.</p>	<ul style="list-style-type: none"> • When necessary, we receive support from specialist and professional agencies, including specialist teachers from the SEND assessment team who provide training for our staff and advise on strategies and programmes. We will make referrals for further assessments if we believe they support the child. • The SENCo attends half termly group consultations, led by two Educational Psychologists (EP) and various other agencies such as the Hearing Improvement Team (HIT) and CAMHS, where individual pupils are discussed, advice is given and strategies shared with the SENCo or school staff attending. • Where appropriate we can access additional input for specific needs e.g. speech, language and communication, visual and hearing impairment,

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

	<ul style="list-style-type: none"> • Delivery of personal speech and language programme. • Support from classroom assistant within class. • Support from SENCo/specialist TA for small group or individual learning. • Range of language resources and programme materials. • Speech and language training provided to EYFS staff. • WELLCOM assessment and small group work used in EYFS to support children's understanding.
Strategies to support the development of literacy (reading /writing).	<ul style="list-style-type: none"> • Quality first teaching – differentiated to meet the child's needs. • Small group support in class for guided reading/writing lessons. • Additional reading support for children who require extra support. • Year 6 extra tuition carried out in preparation for SATS. • Extra targeted guided reading sessions delivered by teacher/teaching assistant.
Strategies to support the development of Maths.	<ul style="list-style-type: none"> • Quality first teaching – differentiated to meet the child's needs. • Small group support in class. • Use of specialist maths resources online for reinforcement. • Targeted teaching, carried out by teacher/teaching assistant. • Year 6 extra tuition sessions carried out in preparation for SATS. • Use of resources and equipment to enhance learning and develop foundations of number.
How we adapt the curriculum and modify teaching approaches to meet SEND and facilitate access.	<ul style="list-style-type: none"> • Small group support in class from classroom assistant or teacher. • Personalised and differentiated curriculum. • 1:1 support in the classroom from a teaching assistant to facilitate access through support or modified resources. • Individual plans for children (educational, behaviour, pastoral) • School / year group provision mapping. • Strategies put into place as provided by professionals/specialist services/outreach.
How we track and assess pupil progress towards the outcomes that we have targeted for pupils (including how we involve pupils and their parents/carers). What we do when provision or interventions need to be extended or increased and how we evaluate their overall effectiveness.	<ul style="list-style-type: none"> • Target setting, assessment, monitoring and review of pupil progress. • Observations carried out regularly by members of the Senior Leadership Team (SLT), learning walks, pupil interviews, pupil progress meetings and book monitoring. • Support plan written in conjunction with parents and include the view of the child. • External professionals undertaking assessment • Regular review of targets with child/parents, appropriate to need.

	<ul style="list-style-type: none"> • If provision or interventions need to be extended this will be agreed by the class teacher, SENDCo and SLT. All changes will be fully discussed with both parents and carers and where applicable children. • All interventions are reviewed and evaluated on a regular basis and progress is discussed with the SENDCo. • Target setting and evaluations at EHCP/CAF/CIN/PEP meetings.
Strategies/support to develop independent learning.	<ul style="list-style-type: none"> • Quality first teaching – differentiated to meet the child’s needs. • Use of individual timetables and checklists. • Precision teaching interventions alongside QFT. • ‘Chunking’ of activities. • Individual success criteria. • Individual work stations if needed. • Visual prompt. • ‘PSHE’ / personal development targets. • Now and next boards.
Support /supervision at unstructured times of the day including personal care arrangements.	<ul style="list-style-type: none"> • Named midday supervisor at lunchtimes (all midday staff received training on how to support behaviour at lunch times). • Individual pastoral support plans which specify break and lunchtime provision. • Playtime buddy system. • Specified staff are responsible for personal care for named pupils and care plans in place for medical needs.
Extended school provision available; before and after school, holidays etc.	<ul style="list-style-type: none"> • We offer a range of lunchtime and after school activity / sports clubs for pupils of different ages. • Signposting parents through the local offer to activities available during the school holidays.
How will we support pupils to be included in activities outside the classroom (including school trips) working alongside their peers who do not have SEND?	<ul style="list-style-type: none"> • Trips are planned in advance and are accessible to all. • Transport is planned in advance alongside any risk assessments necessary. • Where appropriate a TA will be assigned to a pupil who needs additional support. • Consultation with parents and use of support/behaviour plans are considered when trips are taking place. • Risk assessments completed to ensure safety is maintained for all pupils.
Strategies used to reduce anxiety, prevent bullying, promote emotional wellbeing and develop self-esteem including mentoring.	<ul style="list-style-type: none"> • Planned support from teaching assistant. • Meet and greet at start of day. • Parental contact- telephone calls and face to face. • Referral to CAMHS. • SEAL groups in place. • Work with Mental Health First aiders. • Individual pastoral support plan. • Identified mentor. • Social stories used. • Wishes and Feeling’s booklet.

<p>What strategies can be put in place to support behaviour management?</p>	<ul style="list-style-type: none"> • Use of the school's behaviour policy. • Individual behaviour plans in place. • Social skills / behaviour group using social skills programme. • Daily behaviour record. • Time-out support. • Reward system. • Support and intervention from outreach behaviour specialist. • Individual pastoral support plan. • Strategies in place for unstructured times of the day e.g. alternative location for break time. • Referral to PBS (Positive Behaviour Support Team).
<p>How we support pupils in their transition into our school and when they leave us <i>and in preparing for adulthood.</i></p>	<ul style="list-style-type: none"> • SENDCo works closely with new school/high school SENDCo and all relevant information is passed on. • Regular meetings with parents. • Transition plans for individual children. • Risk assessments completed. • Close links with Halton transition lead. • Work with parent partnership. • Social stories and visual prompts for pupils. • Work through PSHE and SEAL groups on managing and preparing for change. • Programme of visits- – specifically tailored to • Individual pupils. • Longer term links with secondary schools to increase familiarity.
<p>Access to strategies, resources, programmes, therapists to support occupational therapy/physiotherapy needs and medical needs.</p>	<ul style="list-style-type: none"> • Intervention from physiotherapy/occupational therapy team. • Assessment and individual programmes developed. • Specialist resources. • Delivery of planned intervention programme by skilled and trained member of school staff. • Close liaison with medical staff where required. • Staff training for managing particular medical needs • 6 staff are paediatric first aid trained. • 8 staff are first aid at work trained. • 7 staff are diabetic trained. • 12 staff are medicine trained. • 3 staff are mental health first aiders. • Two Midday assistants are first aid trained. • 11 staff are trained for the use of de-fib machines. • All staff have external training in asthma and allergies annually.
<p>Extra support for parents and carers and pupils offered by the school/how parents are involved in their child's education.</p>	<ul style="list-style-type: none"> • Through child centred meetings, support plans are created with pupils and parents. • We hold regular coffee mornings in school. • The school will signpost appropriate groups and organisations to you which are relevant for your family's needs. • There are other opportunities where parents are welcome to join us, for example class assemblies and curriculum afternoons.

	<ul style="list-style-type: none"> • The school works closely with the local authorities and other outside agencies and can support families through a CAF or referral to Nurturing Parenting or Triple P Parenting course.
How additional funding for SEND is used within the school with individual pupils.	<ul style="list-style-type: none"> • Schools receive funding for all pupils including those with special educational needs and disabilities and they meet pupils needs through this (including additional support and equipment). The local authority may contribute if the cost of meeting an individual's needs is more than the notional budgets. • If the assessment of a pupils needs identifies something that is significantly different to what is usually available, an application for additional funding will be made.
Arrangements for supporting pupils who are looked after by the local authority and have SEND. Including examples of how pupil premium is used within the school.	<ul style="list-style-type: none"> • Specific targeted interventions. • Designated teacher attends termly PEP meetings. • Designated teacher to consult with pupils, carers and staff prior to writing PEP plans. These are reviewed termly and new targets set. • Writing slopes • iPads. • Additional classes before / after school. • Additional staffing. • Use of professionals to work with pupils based on specific talents they may excel in, such as the arts. • Whole school training to further develop pupil progress.
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Completed by: Lauren Mulholland	
Date: 30 th September 2021	

SEND Broad Areas of Need**Communication and Interaction**

6.28	Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.
6.29	Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning

6.30	Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.
6.31	Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health difficulties

6.32	Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.
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Sensory and/or Physical Needs

6.34	Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link).
6.35	Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.