



CASTLEWOOD PRIMARY SCHOOL

SEND School Information Report

Written by: Kirstie Beange, SENDCo, and Kirsty Anstee-Brown, Headteacher

Dated: March 2024

Date for review: March 2025

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OUR MISSION: We want Castlewood's curriculum to develop the whole child to be 'World-Ready', focusing on three main areas: brain, heart and soul - our Castlewood Learning Powers. Our values.

Castlewood Learning Powers



Our Brain Power - this Learning Power is all about being active, engaged and independent, working hard to achieve our best.

Our Heart Power - this Learning Power is shown through being a good human. Kindness, respect and positive relationships are key.



Our Soul Power - our positive attitude to learning is how we use this Learning Power. We are brave, resilient and curious.

Our Learning Powers underpin all that we do here at Castlewood. Using the Learning Powers both in and out of the classroom helps us be the very best versions of ourselves.



SEND School Information Report – 2023/2024

Our Special Educational Needs and Disabilities Co-ordinator (SENDCo), Mrs Kirstie Beange, can be contacted by phone on 01403 734822 or by e-mail to office@castlewoodprimary.co.uk

Castlewood Primary School's Local Offer

As part of the Children and Families Bill (2014), schools are required to publish and keep under review information about services they expect to be available for children and young people with special educational needs aged 0-25 years. This is called the Local Offer.

The information below will tell you some more about our Local Offer at Castlewood and how we can support your child in order to reach their full potential.

The intention of the Local Offer is to improve choice and transparency for families.

The Local Offer must include information about the provision the local authority expects to be available for children and young people with special educational needs regardless of whether or not they have Education, Health and Care Plans (EHCP).

Admissions Information

The Admissions Policy of this school is common to all County schools in West Sussex. Details of the West Sussex Admission procedures are published on the West Sussex website: www.westsussex.gov.uk/admissions

How will the school know if children need extra help and what should parents/carers do if they think their child may have special educational needs?

The Special Educational Needs Code of Practice details four broad areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and Physical

At Castlewood School, we identify the needs of pupils by considering the needs of the whole child with reference to these areas detailed above. Class teachers work closely with the SENDCo and other relevant members of staff to accurately identify a child's needs and how best to support them.

We also take into account other factors that, whilst not being SEND, may impact upon progress and attainment and which may include:

- Disability (following guidelines of the Equality Act 2010)
- Attendance and punctuality
- Health and welfare
- English as an additional language
- Being in receipt of Pupil Premium funding
- Being a Looked After, Previously Looked After or adopted pupil.
- Being a child of a serviceman or servicewoman

Any concerns relating to a child's behaviour will be seen as an underlying response to a need that we will work to recognise and identify clearly, in order to provide the most appropriate support, whilst also ensuring the safety of all members of the school community.

As the Code of Practice states, pupils are identified as having SEND if they do not make adequate progress despite receiving Quality First Teaching, including in-school intervention, over time.

We have a system of rigorous, on-going monitoring and regular assessments that track individual pupil progress and identifies next steps.

Observations and assessments are carried out by relevant staff at the school and by external agencies where required.

Information gathered from previous schools or pre-schools, as well as from parents, teachers and outside agencies is used to inform and determine each child's specific needs.

Close communication between the school/pre-school/parents/carers and outside agencies is vital to our approach and we value and welcome others' opinions and concerns.

If you think your child may have additional needs, or require extra support, please speak, initially, to their class teacher.

How will staff at the school support children with special educational needs?

Your child will be supported by the class teacher and other members of the staff team. Your child's Termly Support Plan (TSP) will be developed by the class teacher in partnership with our SENDCo and in consultation with parents/carers and the pupils themselves. In all year groups class teachers, teaching assistants and members of the inclusion team work alongside each other and with your child to ensure that planned intervention programmes and support is delivered effectively and in a timely manner.

The school has a designated Special Educational Needs and Disabilities (SEND) Governor who is involved with SEND issues, developments and strategy across the whole school and who reports termly to the Governing Body on the work of the SENDCo.

The SENDCo monitors the effectiveness of SEND interventions and uses this information when planning further support and whole school provision.

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

Following on-going monitoring and regular assessments all work is appropriately adapted to match each child's specific needs. Regular meetings to review children's progress ensure that the individual needs of all children are met.

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

All off-site visits require parental/carer permission and full risk assessments are carried out.

All risk assessments are overseen and approved by Mr Mark Hill who is the Educational Visits Co-Ordinator (EVC) and Mrs Anstee-Brown (Headteacher).

All residential visits are also approved by the Governors and the Local Authority.

Parents are informed of all off-site and outdoor learning events and their views are actively sought.

Parents/carers may, on occasion, be invited to attend off-site activities.

Our Equality Policy can be found on the school website - [Equality Policy](#)

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

Regular meetings are set up between the parents/carers and class teacher and with the SENDCo as necessary. Class teachers meet termly with parents/carers to share progress and next steps in respect of Termly Support Plans.

We operate an open door policy where parents/carers are encouraged to discuss progress/issues/concerns with the class teacher and other staff and have a range of communication links which may include home/school contact books, class and school newsletters.

We hold regular open days, parent consultations and an annual written report is sent to parents.

A range of information is provided to support parents/carers in helping their children learn e.g.: booklets relating to phonics, reading, writing and number with information on the school website – www.castlewood.w-sussex.sch.uk

From time to time we offer parent information workshops to enable parents/carers to become more directly involved in their children's learning.

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

Resources, including staff, are allocated in accordance with the specific needs of children at the school at any given time.

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

Staff members are trained in first aid and all staff receive annual Safeguarding Training. Three senior staff members are Designated Safeguarding Leads.

Our qualified ELSA (Emotional Literacy Support Assistant) works in school with children two days a week.

We have well established policies and practices in relation to managing behaviour, dealing with bullying and encouraging racial acceptance. These are also regularly reviewed to ensure we offer best practice.

External support may be sought from a range of outside agencies including, but not exclusive to, the Integrated Front Door (IFD), Learning Support, Child and Adolescent Mental Health Service (CAMHS), the Asylum Support Team, NHS and Single Point of Access (SPoA).

Children's views are also sought and included in the decision making process.

Pupil voice is also shared via the Student Leadership Team, School Council, pupil questionnaires and pupil conferencing.

What training have the staff supporting children with Special Educational Needs and Disabilities had or are currently having?

Our experienced SENDCo has completed appropriate training and holds the national SENDCo qualification.

Staff are trained in the delivery of a variety of interventions to meet a wide range of individual needs.

Our teaching staff and teaching assistants regularly attend and receive a variety of workshops, courses and training linked to the work they are expected to do in school.

Training for staff includes Team Teach, Dyslexia awareness, Developmental Trauma, Comic Strip Cartoons, Autistic Spectrum Conditions, Mental health, Attachment and Makaton.

Future staff training will be based on the particular needs of the children.

How accessible is the school environment?

All areas of the school are accessible for wheelchair users.

We have an accessible toilet.

Where necessary, the school will engage the support of outside specialist services to help enable effective communication with parents whose first language is not English.

The acquisition of specialist equipment and facilities will be negotiated as necessary with the Local Authority and on the advice of relevant professionals.

The school is committed to ensuring equal treatment of all its employees, pupils and any others involved in the school community with any form of disability and will ensure that disabled people are not treated less favourably in any procedures practices and service delivery.

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

When a specific need is identified or suspected, specialist services and expertise may be accessed through:

Alternative Provision Team
Asylum Support Team
Autistic Spectrum Condition (ASC) Team
Child and Adolescent Mental Health Service (CAMHS)
Child Development Centre (CDC) at Crawley Hospital / Hilltop Centre at Horsham Hospital
Educational Psychology
Educational Welfare
Ethnic Minority & Traveller Support
Intensive Planning Team
Integrated Planning & Earliest Help (IPEH)
Learning Behaviour Advisory Team (LBAT)
Multi Agency Safeguarding Hub (MASH)
Occupational Therapy (OT)
Physiotherapy
Primary Mental Health Workers
School Nursing Service
Sensory Support for hearing and visual impairment and physical disabilities.
Speech & Language Therapy (SALT)
Plus, any other appropriate agencies that may be currently available.

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

On-going monitoring and both internal, and those undertaken by outside agencies, assessments and observations will be carefully considered by the SENDCo and other key staff.

The class teacher and the SENDCo, in consultation with the Senior Leadership team, will then make the decision about what type and how much support a child should receive.

A Termly Support Plan (TSP) will then be co-produced by the class teacher, parents/carers, the child and the SENDCo (as required).

The impact of that support will be monitored through careful evaluation and continued monitoring and assessment of each individual child's progress.

Progress of pupils with SEND

The progress of all pupils with SEND are discussed with class teachers and the SENDCo alongside Pupil Progress meetings with the Senior Leadership Team.

All TSPs are reviewed with parents/carers and pupils three times during the year.

All pupils who have an Education Health Care Plan (EHCP) also have a statutory annual review.

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

We work with pre-schools to share information about new pupils to support a positive transition.

We work with the Early Year Advisory Teachers as necessary.

We encourage visits to the school for parents/carers and new pupils.

We carefully plan internal transition between key stages and year groups.

We work with parents/carers and existing pre-schools/schools to offer additional visits to our school for SEND or vulnerable pupils.

Staff from the local secondary schools visit Castlewood to talk to staff and pupils in preparation for transition. All Year 6 pupils have Induction Days at their new schools.

We work with parents/carers and secondary schools to arrange carefully planned transition for SEND or vulnerable pupils as necessary, including additional visits if appropriate.

The SENDCo liaises with pre-schools and secondary schools as necessary for SEND or vulnerable learners.

How are parents/carers involved in the school?

Decisions about the day to day organisation and management of the school are made by Mrs Anstee-Brown (Headteacher) in consultation with senior staff.

Parental/carer surveys are carried out and parents are encouraged to make use of the Ofsted Parentview website.

In specific cases, the views of individual parents/carers or groups of parents/carers may also be sought.

Parents/carers are actively encouraged to make use of our 'Open Door' policy.

Parents/carers are encouraged to keep up to date with school events by checking the school website which includes a comprehensive calendar of events to which parents are invited.

All parents/carers automatically become members of the 'SOCS' Supporters of Castlewood School (PTA) and are encouraged to support and become involved in fundraising and social events.

Parent/carer volunteers are actively encouraged.

Who can I contact for further information?

A parent/carer's first point of contact would normally be the class teacher.

Any serious concerns or complaints should be raised with either the SENDCo, Mrs Anstee-Brown (Headteacher) or another member of the Senior Leadership Team via

office@castlewoodprimary.co.uk. Please see our General Complaints to School Policy for the process involved - [General Complaints to School Policy](#)

When considering a place at this school, prospective parents are asked to visit the school to meet with Mrs Anstee-Brown (Headteacher).

The school website also contains useful information.

www.castlewood.w-sussex.sch.uk

For further information about children and young people with Special Educational Needs and Disabilities in the Horsham area, please look on this website

<https://westsussex.local-offer.org>

Policies

The SEND Policy and the Accessibility Strategy can be accessed on the school website - [SEND Policy](#) / [Accessibilty Strategy](#)