Castle View School

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Special Educational Needs (SEN) Information Report

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This Policy will be reviewed on:	July 2027
This policy will be reviewed by:	Local Governing Body

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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs support work in our school.

If you want to know more about our arrangements for, SEND, read our SEND policy.

You can find it on our website Castle View School - Special Educational Needs and Disability

Note: If there are any terms we've used in this information report that you're unsure of you can look them up in the Glossary at the end of the report.

1. What types of SEN does the school provide for?

Our school provides support for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder (ASD)
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

2. Which staff will support my child, and what training have they had?

Our special educational needs co-ordinator, or SENCO is Sally Godfrey

You can contact the SENCO via sen@castleviewschool.co.uk

Sally qualified as a teacher in 1996 and has since worked in mainstream schools across Essex, Southend and Havering. Sally has thirteen years' experience of responsibility for SEND in secondary schools and most recently 5 years' experience as the SENCO at Castle View School. Sally is a lead SENCO for Essex South Quadrant and has written andtrained extensively on topics relating to SEND. She regularly attendsprofessional development with Whole Education, a national organisation, who support SENCO's to develop in their role.
Sally is also a governor for a special school in Mid- Essex.

Sally is also the Deputy Headteacher for Inclusion at Castle View School and Deputy Safeguarding Lead.

Sally has completed the following specialist study and training:
BA (hons) Religious Studies and Sociology, PGCE Secondary Religious Studies and English, National SENCO Award, Master's in teaching and Learning, Trauma Perceptive Practice facilitator, Attachment Aware, Designated Safeguarding Lead- Level 3, Mental Health Lead, Tics and Tourette's, Understanding Autism, Speech and Language Level 4 and NVR (non-violent resistance).

SEND Lead

Charlotte is an Associate Assistant Headteacher at Castle View School and has worked at the school for 11 years. Charlotte is new to the SEN department, having previously led on Pupil Premium, Initial Teacher Training and the school's inclusive Pathway curriculum.

Charlotte has completed the following specialist study and training:
BA (Hons) English Literature, NPQML (National Professional Qualification for Middle Leadership), currently completing NPQSL (National Professional Qualification for Senior Leadership), and will begin the NPQSENCO (National Professional Qualification for Special Educational Needs Co-ordinators) in September 2026.

Charlotte can be contacted via sen@castleviewschool.co.uk

Assistant SENCO

Our Assistant SENCO is Tom Moody. Tom has three years' experience in this role and has been a teacher at Castle View for 10 years. He has successfully completed the NPQSENCO qualification and is also the school's Communication Champion, leading provision and support for pupils with Speech, Language and Communication Needs (SLCN). Tom can be contacted via sen@castleviewschool.co.uk

SEN Administrator

Our SEN Administrator is Karen Herron.
She has 9 years' experience in this role.
Karen can be contacted via sen@castleviewschool.co.uk

Subject Teachers

To maintain and develop the quality of teaching and provision to respond to the strengths and needs of all students, all staff in the school undertake regular SEND-specific training. Most recently staff have received Trauma Perceptive Practice (Essex), EEF Five- a-day (Gray Aubin) and various twilights across the year around adaptive teaching and other approaches to classroom learning.

Learning Support Assistants (LSA's)

We have a team of ten LSA's, who are trained to deliver SEN provision.

We have ten teaching assistants who are trained to deliver interventions such as, Social Stories, Zones of Regulation, Talk Boost (Speech and Language).

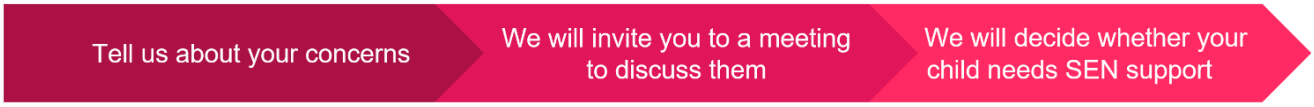
In the last academic year, LSA's have been trained in Tourette's (Tourette's Action), EEF Mainstream Secondary Schools Five- a- day, Autism, Reading (MYON), Assistive technologies in the classroom, Diabetes, Maths Curriculum, English Curriculum, Language and Voice, phonics, zones of regulation, precision teaching, trauma perceptive practice, supporting young people with mental health, provision map, language link.

External agencies and experts

Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs/ pediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Aquinas (attendance)
- Social services and other local authority (LA)-provided support services
- Voluntary sector organisations

3. What should I do if I think my child has SEN?



If you think your child might have SEN, the first person you should tell is your child's Head of Year or SSO.

They will pass the message on to our SENCO/ SEN team who will be in touch to discuss your concerns.

You can also contact the SENCO or Assistant SENCO directly at sen@castleviewschool.co.uk

We will speak with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEND register.

4. How will the school know if my child needs SEN support?

We identify students who have special educational needs as quickly as possible.

The process begins with primary school liaison in Year 6. In the summer term we try to visit all feeder primary schools and talk with primary teachers about the strengths and needs of all individual students. We also use primary school data and SEN lists to inform our decision making about students with SEND.

It is also common for a SENCO or a key SEND staff member to attend Year 5 and Year 6 Annual Review meetings to discuss transition from primary to secondary school. Extra transition visits to our school are welcomed at regular points in Year 6, and we are flexible and creative about extra visits or taster sessions for young people who need a bit longer to get to know their new school.

In the case of mid-term admissions, the Learning Support team will liaise with the previous school and family to gather information and plan for any support or strategies that are needed. Once a child joins our school, we begin to build up a further picture of them as a learner. Each student's current skills and levels of attainment are assessed on entry using cognitive baseline literacy and numeracy assessments, building on information from previous settings and key stages where appropriate.

Where staff and parents/carers continue to have concerns about a student's level of progress, despite high-quality teaching targeted at their areas of weakness, then subject teachers, working with the SENCO, will assess whether the child has significant learning difficulty. Student and parent/carer voice is also very important. We use feedback questionnaires and informal interviews to gather feedback from young people about the

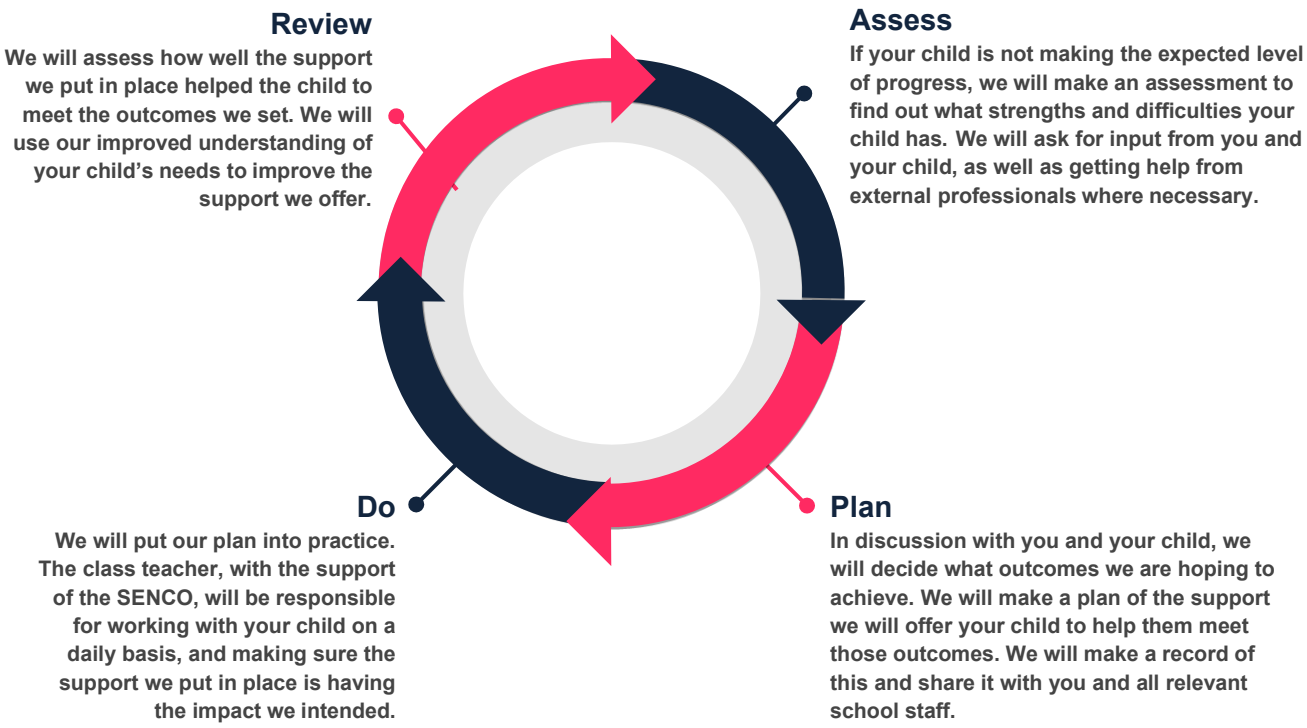
support they have received; and to inform and change future decision making around support.

We welcome parents/carers contacting us to make an appointment with a subject teacher if there are any concerns or if you wish to discuss your child's progress in a particular area. For discussion of any aspect of your child's pastoral care or more general queries, please contact their Tutor, Student Support Officer or Head of Year. If you are concerned that your child may have an undiagnosed special need, or you wish to discuss any aspect of your child's SEND, please contact the SENCO via the school's sen@castleviewschool.co.uk email address.

5. How will the school measure my child's progress?

Subject teachers, supported by senior leaders, make regular assessments of progress for all students. These identify students making less than expected progress given their age and individual circumstances. In addition, the Learning Support team aims to review the progress of students with SEND at least three times a year.

We will follow the 'graduated approach' to meeting your child's SEN needs.
The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue, and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

Regular school reports and Parents'/Carers' Evenings will provide you with information about how your child is progressing in school. The Learning Support Team also regularly review Student passports with young people and their parents/carers. Parents and carers are welcome to arrange an update phone call or meeting with the SENCO, assistant SENCOs or inclusion manager at any point of the year. In addition, young people's Education and Health Care Plans (EHCPs) have annual reviews.

7. How will my child be involved in decisions made about their education?

Following guidance for the Code of Practice, 2014, we work with students at all stages regarding any arrangements that are put in place to support them. Review meetings are held in a child-centered way as much as is practicably possible, with the young person at the heart of all planning and organisation.

8. How will the school adapt its teaching for my child?

Our teaching strives to engage learners. We encourage curiosity. We want our young people to think and to question.

Our dedicated staff craft lessons that inspire students to take control of their own learning.

We do all we can to create a climate of collaboration between learners, whilst promoting challenge and high aspirations. We also emphasize perseverance and have developed a learning environment where making mistakes is both acceptable and seen as a valuable learning experience.

Teachers adopt a range of teaching styles so all students can access and engage in activities. In addition, as students move through Key Stage 3 and into Key Stage 4, they will be set in some subjects to ensure they are challenged appropriately. We have high expectations of our students, and our dedicated staff work hard to ensure everyone reaches their potential.

As a school we offer different levels of support for your child, depending on their strengths and needs. The primary responsibility for identifying and supporting students who are making less than expected progress rests with subject teachers. We have a detailed SEND Register which is shared with all teachers. All students on the SEND register also have a Student Passport – a personalised profile that is distributed to staff detailing learning strengths, needs and suggested support strategies. These are created in collaboration with the young person and their parent/carer. If a young person has specific needs that means that teachers need extra support, guidance, or training, this is provided.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

Subject teachers, supported by senior leaders, make regular assessments of progress for all students. These identify students making less than expected progress given their age and individual circumstances. In addition, the Learning Support team aims to review the progress of students with SEND at least three times a year. The SENCO/ SEN team is may request to meet with parents where required.

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- Teaching assistant support
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEN?

All extra-curricular activities and school visits are available to all our pupils, including our after-school clubs.

All pupils are encouraged to go on our school trips, including any residential trip(s).

All pupils are encouraged to take part in sports day/school plays/special workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

All children with a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP) that name the school on the statement / plan are required to be admitted to the school regardless of their place in the priority order.

Further information can be found on our school's website, in our admissions policy. Please see the following link:
Admissions_Policy_2025-2026.pdf

13.How does the school support pupils with disabilities?

The support provided for students with disabilities is outlined in our school's accessibility plan which is found on our school's website and in the following link:
Accessibility_Policy.pdf

13. How will the school support my child's mental health, and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school student leadership
- We provide extra pastoral support for listening to the views of pupils with SEN
- We run a nurture provision for pupils who need extra support with social or emotional development
- We have a 'zero tolerance' approach to bullying.

14. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

Between years

To help pupils with SEN be prepared for a new school year we:

- Facilitate a time prior to the beginning of the new school year for pupils to know any changes to the school building, routines and their personalised timetables.
- Where possible we share all pupil's timetables before the beginning of any new school term where changes occur.
- During transition into year 7, pupils are invited to summer school and two transition days to familiarise themselves with their new environment.

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

Primary/ Secondary Transition

The SENCO of the primary school meets with our SENCO to discuss the needs of the incoming pupils near the end of the summer term.

We arrange meetings with the parents/carers of incoming pupils to discuss how we can best welcome their child into our community.

Post 16 Transition

We provide all our pupils with appropriate advice on paths into work or further education.

We work with the pupil to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society.

15. What support is in place for looked-after and previously looked-after children with SEN?

Sarah Barry is our Designated Teacher. The designated teacher ensuresthat all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

16. What should I do if I have a complaint about my child's SEN support?

Complaints about SEN provision in our school should be made to the Headteacher in the first instance. A concern or complaint can be made in person, in writing or by telephone. The complaint will then be referred to the school's complaints policy.

Complaints_Policy.pdf

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEND Code of Practice.

If you feel that our school has discriminated against your child because of their SEN, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: https://www.gov.uk/complain-about-school/disability-discrimination

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal. This support is offered through, Essex SEND - Information, Advice and Support Service

17. What support is available for me and my family?

If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at local offer. Essex publishes information about the local offer on their website: Essex County Council: Special Educational Needs and Disabilities (SEND) | Essex Local Offer

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are, Essex SEND - Information, Advice and Support Service

Local charities that offer information and support to families of children with SEN are found: Essex County Council: Special Educational Needs and Disabilities (SEND) | Essex Local Offer

National charities that offer information and support to families of children with SEN are:

- IPSEA
- SEND family support
- NSPCC
- Family Action
- Special Needs Jungle

18. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEN to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
- **EHC plan** – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
- **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment

- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision that meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages