

SEN INFORMATION REPORT

September 2025

Introduction

At Castle Academy we ensure that we meet the needs of all pupils with Special Educational Needs and disabilities, regardless of their specific needs, and that all children make the best possible progress in school.

Success for All!

All children **can** learn.

All children **deserve** an **ambitious** curriculum.

All children will experience **success!**

The broad areas of SEND, as stated in the Special educational needs and disability code of practice (2015) are:

- Communication and interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and /or physical needs

Definition of SEND

The Special Educational Needs and Disability Code of Practice (2015) states 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 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 educational facilities of a kind generally provided for others of the same age in mainstream schools

*Special educational provision is educational that is **additional to or different from** that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.*

What is the Local Offer?

The Children and Families Bill was enacted in September 2014. From this date Local Authorities (LA) and schools or academies are required to publish and keep under review information about the services they expect to be available to children and young people with special educational needs (SEN) aged 0-25. This is referred to as the local offer. The intention of the local offer is to improve choice and transparency for families. It is also an important resource for parents in understanding the range of services and provision available locally. The Doncaster local offer can be found at:

[Doncaster Special Educational Needs & Disabilities \(SEND\) Local Offer - City of Doncaster Council](#)

Who are the best people to talk to at Castle Academy about my child's difficulties with learning/special educational needs or disability (SEND)?

There are several members of staff who you can talk to regarding your child's learning or SEND. In the first instance, please speak to your child's class teacher.

Your child's **class teacher** is responsible for:

- Checking your child's progress and identifying, planning and delivering any additional help your child may need (e.g. targeted work, additional support) and letting the Special Education Needs & disabilities Coordinator (SENDCO) know as necessary
- Writing pupil progress targets/ SEN Support Plans and sharing/reviewing these with parents at least once a term and planning for the next term
- Personalised teaching and learning for your child as identified on the academy's provision map
- Ensuring that the academy's SEND policy is followed in their classroom and for all the children they teach with any SEND

You can also talk to our **SENDCO**, Kay Kelly. She is responsible for:

- Developing and reviewing the academy's SEND policy
- Coordinating all the support for children with special educational needs or disabilities (SEND)
- Ensuring that you are:
 - Involved in supporting your child's learning
 - Kept informed about the support your child is receiving
 - Involved in reviewing how they are doing
- Liaising with all the other people who may be coming into school to help support your child's learning (e.g. Speech and language therapists, educational psychologists etc.)
- Updating the academy's SEND register (a system for ensuring that all the SEND needs of pupils in the academy are known) and making sure that records of your child's progress and needs are kept.
- Providing support for teachers and support staff so the children with SEND within the academy achieve their potential and make the best progress possible

You can also speak to our **Parent Support Advisor and Deputy Designated Safeguarding Lead**, Marie Bond. She is responsible for:

- Supporting you and answering any questions you may have
- Co-ordinating early help assessments, to ensure that you and your child's needs are supported
- Liaising with other agencies, such as social care to ensure that you and your child are supported
- Supporting you and your child with good school attendance

You can also speak to our **Principal**, Claire Blagden. She is responsible for:

- The day-to-day management of all aspects of the academy, including the support for children with SEND
- Ensure that the Governing Body is kept up to date about issues relating to SEN

We also have an allocated SEN governor, Melissa Wells, who has responsibility to ensure that the necessary support is given to each child who attends the academy, and that appropriate support is provided for all SEND children.

How are children with Special Educational Needs identified and assessed?

At Castle Academy, children are identified as having SEND in a variety of different ways, including but not limited to the following:

- Liaison with the previous educational setting
- School based assessments carried out by the class teacher
- SENDCO will attend all Pupil Progress Meetings to identify pupils that underperforming and discuss any possible barriers to learning
- SENDCO will observe identified children in class and provide recommendations about provision to remove barriers to learning
- SENDCO will support Class Teachers to use the Specific Learning Difficulties Checklist to support identification of SEND pupils across school.
- Refer pupils for diagnostic assessment where necessary, e.g. Dyslexia Screener
- Refer pupils to external agencies where necessary, e.g. General Development Assessment
- Health diagnosis

What are the different types of support available for children with SEND in our academy?

- **Quality first teaching by the class teacher**

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is built on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- Specific strategies (which may be suggested by the SENDCO) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.
- Specific group work and interventions which may be run by a teacher or a Teaching Assistant (TA).

- **Specialist groups run by outside agencies** e.g. Speech and Language Therapy

This means they have been identified by the SENDCO and class teacher as needing some extra specialist support in school from a professional outside the school.

This may be from:

- Local Authority services, such as specialists from the hearing impairment or visual impairment teams
- Outside agencies such as the Education Psychology Service (EPS)
- Health services such as occupational therapists, speech and language therapists or physiotherapists

You will be asked to give your permission for the academy to refer your child to a specialist professional. This will help you and the academy to better understand your child's particular needs and we will be able to provide targeted support within the academy.

- **Specified individual support**

This type of support is available for children whose learning needs are severe and complex. This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small group teaching.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups. Your child may also need specialist support in school from a professional outside the school. This may be from:

- Local Authority central services such as the hearing or visual impairment team
- Outside agencies such as the Speech and Language therapy (SALT) Service

How can I let the academy know I am concerned about my child's progress in school?

If you have concerns about your child's progress, please speak to your child's class teacher initially. This can be done through requesting a call back via the MCAS school app or via the school office.

If you continue to be concerned that your child is not making progress, you may speak to Miss Kelly, the Special Education Needs/ Disabilities Coordinator (SENDCO).

How will the academy let me know if they have any concerns about my child's progress in school?

If your child is identified as not making progress, or if staff have a particular concern, the academy will set up a meeting to discuss this in more detail and to:

- Listen to any concerns you may have
- Plan any additional support your child may need
- Discuss with you any referrals to outside professionals to support your child's learning

Who are the other people providing services to children with SEND at Castle Academy?

Academy provision:

- SENDCO
- Teaching Assistants

Provision from outside agencies:

- Educational Psychology Service
- Speech and Language Therapy (NHS & LINGO)
- Occupational Therapy
- Physiotherapy
- Autism and Social Communication Education and Training Service (ASCETS)
- Behaviour Outreach Support Service (BOSS)
- School Nursing Team
- Children's Mental Health Service (CAMHS)
- Outreach Support from local schools with additional resource centres or Special Schools within the local area
- Astrea SEN Officer- carry out diagnostic assessments to inform identification of SEN pupils.
- Astrea Inclusion Team

How are teachers in the academy helped to work with children identified as having SEND and what training do they have?

The professional development of all staff involved in meeting the needs of pupils with SEN is on-going and continuous. A wide range of training opportunities will be provided which include:

- Skill sharing and the demonstration of teaching techniques and strategies organised within the school
- Professional development sessions and one-off sessions on relevant subjects provided by:
 - Staff from other agencies or support services
 - Senior Leaders from within school
 - Other courses which are relevant to the work being undertaken can be undertaken or requested by consulting with the SENDCO

Additionally, several members of staff have completed accredited training in order to support pupils with SEN within school:

- The Principal has completed the 'National Award for SEN Co-ordination' at Sheffield Hallam University
- The SENDCO is currently undertaking the 'National Professional Qualification for SENDCOs' through the Ambition Institute.

The SENDCO supports the class teachers in planning provision for all children with SEND in the academy. In addition to this:

- The academy provides training and support to ensure that all children, including those with SEND, make progress and reach their potential. This includes whole staff training on SEND issues such as Autism, attachment disorders, and speech, language and communication, and dyslexia
- Individual teachers and teaching assistants also attend training run by outside agencies that is relevant to the needs of the individual children they are working with.

Autism

- The school has achieved the Local Authority Autism Chartermark.
- Four Teaching Assistants have also completed specialist training in Autistic Spectrum Disorder.
- The school has taken part in a Social Story research project and undertaken training on how to write social stories to modify behaviours of pupils with Autism.

Social, Emotional and Mental Health

- The Principal is a licensed Thrive Practitioner and coordinates Thrive interventions to support groups and individual pupils with SEMH needs throughout the school.
- Two members of staff have undertaken 'Rainbows' training and can provide targeted intervention to support pupils who have experienced loss.
- Two members of staff have completed an accredited 'First Aid Mental Health' course.

Behaviour Support

- All staff have accessed De-escalation Training and Restorative Practice
- Key staff have accessed Comic Strip Conversation training from the Behaviour Outreach Support Service in order to support children with behavioural needs.
- 2 Teaching Assistants have completed specialist training in Behaviour Interventions such as Star Time and Playing for Purpose.

- 9 members of staff have completed accredited Team Teach training to support pupils with Behavioural difficulties

Speech, Language and Communication

- The school has a nominated Communication Champion who receives regular training from the Local Authority on supporting children with Speech, Language and Communication Needs.
- The school is visited fortnightly by an external Speech Therapist who provides support to key staff delivering communication interventions.

Cognition and Learning

- Two Teaching Assistants have accessed Precision Teaching and Working Memory training events hosted by the Local Authority.

Parent Support

- The Parent Support Adviser has completed Solihull Parenting Training and Positive Parenting Programme (Triple P) in order to support parents of pupils, including those with SEN.

How will the teaching and learning be adapted for my child with SEND?

- Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met.
- Support staff, under the direction of the class teacher, can adapt planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually, in groups and during whole class teaching.
- Additional interventions may be planned to meet specific needs of pupils either on an individual basis or in small groups.

How will we measure the progress of your child in the academy?

- Your child's progress is continually monitored by his/her class teacher
- Their progress is reviewed formally every term in reading, writing and mathematics by the Class Teacher, Assessment Lead and SENDCO in Pupil Progress Review meetings.
- All Year 1 pupils complete a Phonic Skills Check. Some children will complete this check for a second time in Year 2
- At the end of Key Stage 2 (Year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and are the results that are published nationally.
- Children may have a SEN Support Plan, with short term outcomes which are reviewed regularly.
- The progress of children with an EHC Plan is formally reviewed at an Annual Review, with all adults involved with the child's education.
- The SENDCO will also check that your child is making good progress within any individual work and in any group that they take part in.

What support do we have for you as a parent of a child with SEND?

- Parents of pupils with SEN will be invited to review SEN Support Plans with their child's class teacher at least three times a year. This is an opportunity to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.
- Within each SEN Support Plan suggestions of how parents can support their child to achieve targets at home will be included. Where appropriate, class teachers will provide parents with necessary resources, e.g. word lists, visual prompts, to enable them to support their child at home
- For some pupils with SEN, parents will be invited to consult with external specialists, e.g. Educational Psychologists, to discuss and plan additional support for their child
- For some pupils with SEN, parents will be invited to annual review meetings, e.g. pupils with an Education Health and Care Plan, to discuss their child's progress with all professionals involved.
- Schemes such as home/school diaries will sometimes be used with parental support where required
- All information from outside professionals will be discussed with you and the person involved directly, or where this is not possible, in a report.
- Parent Support Advisor, Mrs Marie Bond, can offer support and signpost parents to a range of services available to you and your child.
- Doncaster SENDIAS provides information, advice and support (IAS) to parents, carers, children and young people in relation to Special Educational Needs (SEN) and Disability and related health and social care issues. If you are a child or young person with a special educational need or a disability (SEND), or the parent of a child or young person with SEND, then we are here for you. The service is **FREE** of charge and the information and advice offered is **impartial and confidential**.
- Further information can be found at: [Doncaster SENDIAS - City of Doncaster Council](#)

How are young people with SEND consulted and involved in their education?

- We encourage and support children to participate in all decision-making processes, target setting and contribute to reviewing their SEN Support Plans by making a personal comment on their own progress. As a result, children feel confident that they are being listened to and that their views are valued.
- Your child will be supported to create their own One Page Profile to enable them to express their own opinions and needs in regard to their SEN
- Where appropriate, pupils with Education, Health and Care Plans will be given the opportunity to attend all or part of annual review meetings.

How is Castle Academy accessible to children with SEND?

- The academy is accessible in that it is single level throughout
- Access into classrooms, halls and the outdoor areas is ground level and appropriate for use with a wheelchair or walking aids
- There is an accessible disabled toilet
- We ensure that, where possible, equipment used is accessible to all children regardless of their needs. Where necessary, class teachers work with the SENDCO to create

Individual Access Plans for identified pupils outlining any additional access arrangements and specialist equipment required to meet their needs.

- Extra-curricular activities are accessible to all children, including those with SEND
- Quiet areas and safe zones are available to support children's emotional needs, including specialist Nurture Provision spaces and alternative Nurture provisions over lunch times.

How will we support your child when they are transitioning between phases of education or are leaving the academy?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

Early Years Transitions:

- SENDCO and EYFS teacher will visit pre-school settings to build relationships with children and speak with your child's key worker.
- SENDCO will attend SEN Support Plan review meetings for your child in the Summer term prior to them starting school in the Autumn.
- Key staff will carry out home visits and provide a transition pack which includes visuals of the classroom to support children becoming familiar with the classroom environment.
- A series of enhanced and additional transition visits are planned for your child to get to know key staff and become familiar with the environment and school routines.

If your child is moving child to another school:

- We will contact the school SENDCO and ensure s/he knows about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

- Information will be passed on to the new class teacher in advance and a planning meeting will take place with the new teacher.
- Individual SEN Support Plans will be shared with the new teacher.
- Your child will take part in a transition week to their new class to familiarise themselves with their new environment and get to know their new class teacher and, where applicable any teaching assistants with whom they will be working.
- For some children with SEND, a transition booklet with photographs of their new classroom, teacher, teaching assistant etc. will be provided.

When leaving in Year 6:

- The SENDCO and Y6 teacher will discuss the specific needs of your child with the SENDCO of their secondary school.
- Annual Review Meetings- when a pupil with an Education Health and Care Plan is in Year 6, the SENDCO from the Secondary school will be invited to attend the annual review meeting in order to effectively plan transition and future SEN support
- Your child will visit their new school on several occasions during the summer term and in some cases staff from the new school will visit your child in this school.

How will we support your child's emotional and social development?

We recognise that some children have emotional and social development needs that may require support in school to develop and nurture their wellbeing. We have a robust safeguarding policy in place at the academy. If you have any concerns regarding safeguarding, please contact Miss Blagden in the first instance.

All classes in the academy follow a structured PSHCE (personal, social, health and citizenship education) curriculum to support their social and emotional development. However, in addition to this, some children also take part in additional groups, which are implemented by the pastoral team.

We offer a bespoke nurture provisions to meet the needs of pupils with identified Social and Emotional Needs and are a Thrive School.

Evaluating the effectiveness of the provision made for children and young people with SEN

The effectiveness and appropriateness of the SEND provision will be continuously monitored by the SENDCO in conjunction with the Principal and Governor with Inclusion responsibility. The school will continuously monitor and evaluate the working of the SEND provision, gathering information on the following aspects:

- Number of pupils with SEN, expressed as a percentage of the school roll, and any changes to the level of support they receive
- The level of support pupils received and the amount of progress they make
- The impact of training and new approaches to meeting needs
- The identification of training needs
- The impact and outcomes of the review process
- The development of pupil participation
- Relationships with parents of pupils with SEN
- The impact of the statutory process on pupil progress
- The success of involvement of outside agencies
- The success of liaison with other schools

This information will then be used to evaluate how successful SEND provision has been and to set an agenda for further developments which will be included in the School Improvement Plan.

What do I do if I have any concerns?

At Castle Academy children, staff and parents are expected to listen carefully and respectfully to each other. Where an issue arises, you should, in the first instance make an appointment to speak to their child's class teacher and seek to resolve any concerns. If you believe your concern has not been resolved to your satisfaction, and appointment should be made to see the Principal to discuss the matter further.

For further information on the support available to your child, please access the Doncaster SEND local Offer:

[Doncaster Special Educational Needs & Disabilities \(SEND\) Local Offer - City of Doncaster Council](#)

Review date: September 2026