



SEN Annual Report

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Please read alongside the SEND policy



At Castercliff Primary Academy we believe it is essential to provide a well-balanced, challenging curriculum for all pupils. We are committed to ensuring that all pupils, including those with special needs and disabilities (SEND), receive their right to a high quality, accessible and balanced curriculum.

We include all children with any special or additional needs in the life and learning of the school. We endeavour to reduce barriers to progress by making reasonable adjustments to the curriculum, the environment and to resources so that all children can learn and play alongside each other.

Our aim is to provide all pupils with the best possible outcomes in preparation for life-long learning. We believe it is important that pupils acquire skills, knowledge and confidence that can be applied to all future learning experiences, including social, physical and spiritual development. We endeavour to raise aspirations and expectations for all pupils, including those pupils with SEND by working in partnership with parents/carers and listening to pupils.

SEND School Profile

	SEN Support		Educational Health Care Plan	
	School %	National %	School %	National %
2020	7.8	12.8	0.9	1.8
2021	9.2	12.6	0.9	2.1
2022	13.7	13	1.3	2.3
2023	12.2	12.6	2.9	4.3
2024	10.2	14.1	3.4	3

This shows that Castercliff Primary Academy have a number of EHCP children in school that is above national. Currently we have 8 pupils who have received a 'yes to assess' meaning that the % of EHCPs may rise to 5.4%

SEN by year group

	No of SEN					
	2020	2021	2022	2023	2024	
					SEN support	EHCP
EYFS	10	8	4	7	8	1
Yr1	5	14	7	4	3	4
Yr2	10	5	8	7	4	2
Yr3	15	17	5	9	4	3
Yr4	8	20	9	4	8	1
Yr5	12	11	6	9	4	1
Yr6	10	17	5	13	8	1



Identifying Special Educational Needs

Pupil's needs may be categorized into five band areas, these include:

1. Cognition and Learning
2. Communication and Interaction
3. Social, Emotional and Mental Health
4. Physical and/or Sensory
5. Independence and Self Help

Early Identification

We believe that early identification of special educational needs, whether it is social, emotional, physical, communication or a specific learning difficulty, is crucial to the wellbeing of all pupils. To support us in our early intervention we:

- Carry out home visits for all new pupils and nursery visits for all Reception pupils.
- Attend all transfer reviews for all pupils with SEND transferring to us
- Hold parent meetings for new pupils where key people including the SENDCo are available to discuss the provision for their child.

These allow us to meet the parents and give us the opportunity to discuss their child's strengths and needs. This allows for any additional resources, interventions or referrals to be made quickly. We:

- Provide the appropriate intervention e.g. small group support as appropriate
- We have a specialist teacher and speech therapist who works in the Trust

Identification

Assessment of our pupils continues throughout their time with us. We do this by:

- Analysing assessment data to identify pupils who are not meeting age related expectations.
- Referring to the Trust specialist teacher or speech therapist for assessments and advise
- Class teachers continually monitoring the pupils in their class through observations, discussions, marking and feedback.
- Adults can discuss concerns with the SENDCo, specialist teacher and speech therapist in school.
- Liaising with parents



- Working closely with outside agencies such as the school nurse, the NHS, Educational Psychologist

Provision

Any pupil identified on the SEN register receives additional support. This is outlined in the year group provision map which lists any support in addition to quality first teaching. Teachers plan interventions which are delivered by both teachers and teaching assistants. Base line assessments are made, targets set and the progress is measured through end of intervention assessments.

We have a 'Rainbow Room' where some pupils with emotional needs attend sessions with our well-being lead. In these groups the pupils develop social/emotional skills in order to develop their confidence and self-esteem.

We have a specialist teacher and a speech therapist working in school each week to work with specific pupils, carry out assessments and advise teachers. A motor skills group, targets pupils with specific motor issues so that they get the regular support/the exercises they need. We work closely with outside agencies in order, to meet the needs of our pupils.

For further information, please see the School Local Offer on the SEN section of the school website.

The special educational needs co-ordinator (SENDCo) is Matthew Cockett and can be contacted on the school number 01282 617627, or by visiting school.

Complaints

If any parent has any concerns regarding the education of their child with SEND, they should contact the school immediately and make an appointment to see either the SENDCo or class teacher. If a parent continues to have concerns, they should follow the school's Complaints procedures which can be found on the school website. All concerns will be dealt with sensitively and with the child's needs and care at the heart of our work.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

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



Needs of pupils on the SEN register

Cognition and Learning

ASD

ADHD

Speech, Language and Communication

Fine and gross motor skills

Social Emotional and Mental Health

Physical and Sensory

Attainment and Progress of SEND Pupils 2023-2024

Key Stage 1

85% (40 out of 47) of pupils with no SEN needs met the required standard in phonics. The national figure is 88%.

66% (2 out of 3) of pupils with SEN support met the standard in phonics.

All pupils who have not passed the Phonics Test will continue with phonics lessons and will be re-tested in year 2.

Year 6 – 2023 results

READING

	Cohort size	Achieved Expected Standard		Average score	
		School	National Benchmark	School	National Benchmark
No SEN	45	51%	82%	100.3	106.3
SEN Support	7	0%	44.8% 17%	89.4	Not available
EHCP	1	100%		100	



WRITING

	Cohort size	Achieved Expected Standard	
		School %	National Benchmark %
No SEN	45	53%	81.7%
SEN Support	7	0%	31%
EHCP	1	0%	10.4%

MATHS

	Cohort size	Achieved Expected Standard		Average Score	
		School %	National Benchmark %	School	National Benchmark
No SEN	45	58%	81.2%	101.2	105.6
SEN Support	7	0%	40.6%	90.7%	Not available
EHCP	1	100%	14%	105	

READING, WRITING AND MATHS COMBINED

	Cohort	Achieved Expected Standard School %	Achieved Expected Standard National benchmark %
No SEN	45	44%	71%
SEN Support	7	0	Not available
EHCP	1	0	



The 2024 – 2025 picture to date

52 pupils on the SEN register which is 13.6% of the school, of which:

SEN support – 39 pupils

EHCP – 13 pupils + 8 EHCP applications have been made and we are awaiting the draft plans

Boys – 26 pupils

Girls – 26 pupils

Pupil Premium – 21 pupils

English as an additional Language (EAL) – 19 pupils

Provision

Qualified speech therapist, in school one day a week working 1:1 and in small groups delivering speech therapy.

One Teaching Assistant trained to provide speech and language support as directed by the speech therapist.

Specialist teacher in school one day a week working 1:1 with pupils, supporting Individual Learning Plans and offering CPD.

Teaching Assistant support for EHCP children in class.

Inclusion Manager Clare Smalley overseeing provision in the primary schools in the Trust.

