

SEN Information Report

Castleford Trust

Applicable to all academies across the Trust.

Version No:	Date Ratified:	Review Date:
1.0	01/03/2026	01/03/2027





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1. Aims

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our academy.

If you want to know more about our arrangements for pupils with SEND, please read our SEND policy. You can find this on our website.

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.

2. Staff

There are a range of staff in school who can support your child. The names of the main staff and their contact details are listed below. We ensure all SEND staff are trained to the appropriate level of qualification, based on their role.

Role	Designated Person	Contact Details
SENCO	Robert Godfrey	rgodfrey@tleacademy.co.uk
Deputy/Assistant SENCO	Dulcie Iles	diles@tleacademy.co.uk
Headteacher	Delyth Roberts	droberts@tleacdemy.co.uk
SEND governor	Jenny Walton	jwalton@tleacademy.co.uk
Designated Safeguarding Lead	Delyth Roberts	droberts@teleacademy.co.uk
Designated teacher for Looked After Children	Emma Swann	eswann@tleacdaemy.co.uk
Mental Health Lead	Olivia Riding	oriding@tleacademy.co.uk

3. External Agencies

Sometimes we need extra help to offer our pupils the support that 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. The services we are able to offer will depend upon each pupil's needs. Services include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- The school nursing team
- Child and adolescent mental health services (CAMHS)
- Team Around the School (TAS)
- Early Help Hub
- Social services and other LA-provided support services
- Voluntary sector organisations.
- Wakefield Inclusion and SEND Support Services (WISENDSS)
- Transition Support Practitioner (WISENDSS)
- Wakefield Inclusion and SEND Support Services Early Years Team (EYFS WISENDSS)



Tell us about your concerns

We will invite you to a meeting to discuss them

We will decide whether your child needs SEN support

4. What to do if you think your child has SEND

If you think your child might have SEN, the first person you should tell is your child's class teacher	We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.	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.
They will pass the message on to our SENCO who will be in touch to discuss your concerns.	Together we will decide what outcomes to seek for your child and agree on next steps.	
You can also contact the SENCO directly (see contact details above).	We will make a note of what's been discussed and add this to your child's record.	

5. How will the academy know if a pupil has SEND needs?

All of our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra help and support to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will make a referral to the SENCO.

The SENCO will look at your child's school record and reports to see if that highlights any needs. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of this decision.

If your child does need SEN support, their name will be added to the school's SEN register, and the SENCO will work with you to create a SEN support plan for them.



6. How does the school measure a SEND child's progress?

The academy follows the 'graduated approach' to meeting a pupil'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.

7. How we involve parents in discussions about their child

We will provide updates 3 times per year.

A member of the SEND team will contact you to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do



We know that you're the expert when it comes to your child's needs and aspirations. We want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and a copy will be shared with you.

If you have concerns that arise between these meetings, please contact your child's year leader.

8. How we involve pupils in discussions about their education

The level of involvement will depend on your child's age, and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes;
- Prepare a presentation, written statement, video, drawing, etc.;
- Discuss their views with a member of staff who can act as a representative during the meeting;
- Complete a survey.

9. How does the academy adapt teaching for pupils?

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

Your child's teachers are responsible and accountable for the progress and development of all the pupils in their class. The academy's approach to adaptive teaching is outlined in our 6 fundamentals to great teaching. All staff have received training on adaptive teaching.

In lessons, staff consider 'know who, know how'. This means that they read pupils profiles to find out about a pupil's need and then use that information to adapt their teaching. This might include reading instructions aloud, allowing extra time for a pupil to process information, supporting pupils with sentence starters.

Where a pupil needs further intervention to make progress, this might involve small group work or one to one support. One to one support, will not always mean that a pupil will have an adult with them for all of their timetabled lessons.

Pupils will also be provided with recommended aids where necessary e.g. laptops, coloured overlays, larger font, etc.

We also provide the following interventions. These interventions are part of our contribution to Wakefield Authority's local offer. The local offer for Wakefield can be found at wakefield.mylocaloffer.org

Area of need	How we support these pupils
Communication and interaction.	Visual timetables Social stories Speech and language therapy



Cognition and learning	Writing slope Reading intervention Handwriting intervention Pre-teaching of key vocabulary and learning
Social, emotional and mental health	Quiet workstation Nurture groups Mentoring ELSA Individual support from Family and Inclusion Mentor
Sensory and/or physical	Limited classroom displays OT support

10. How will the academy evaluate whether the support in place is helping my child?

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

- Reviewing their progress towards their goals each term;
- Reviewing the impact of interventions after 6 weeks;
- Using pupil questionnaires;
- Monitoring by the SENCO;
- Using provision maps to measure progress;
- Holding an annual review (if they have an education, health and care (EHC) plan).

11. How will the academy secure resources to meet the needs of pupils with SEND?

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

- Extra equipment or facilities
- More teaching assistant hours
- 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.

12. How does the academy make sure that pupils with SEND included in activities alongside pupils who don't have SEND?

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

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

All pupils are encouraged to take part in Sports' Day, Personal Development Days and reward events.

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 that they can be included.

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



Explain your school's approach here. Include any extra pastoral support arrangements for listening to the views of pupils with SEN and what measures you have in place to prevent bullying. Please note, the below are suggestions only.

13. How will the academy provide support for pupils to progress in their emotional and social wellbeing?

- The academy has an extensive personal development programme to support pupil's social and emotional development.
- Pupils with SEN are encouraged to be part of the school council.
- We provide spaces in school where pupils can talk to their trusted adults.
- Pupils with SEN are also encouraged to be part of extra curricula activities.
- We have a 'zero tolerance' approach to bullying (see anti-bullying policy)

14. How does the academy make sure the admissions process is fair for pupils with SEND?

- Children with an Education, Health and Care Plan are dealt with under a different mechanism to the standard admission process. Any child with a school named on their Education, Health and Care Plan will automatically gain a place at the school named in the Education, Health and Care Plan via the statementing process.
- Any child with an Education, Health and Care Plan who is admitted to Three Lane Ends Academy/Castleford Academy Trust will be counted against the school's admission number.
- The academy will liaise closely with SENART (Wakefield's Special Educational Needs Assessment and Review Team) to read and consult over new Education, Health and Care Plan admissions.

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

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.

Between phases (for primary)

- The SENCO of the secondary school will come into our school for a meeting with our SENCO. They will discuss the needs of all the children who are receiving SEN support.
- Pupils will be prepared for the transition by:
 - Learning how to get organised independently
 - Plugging any gaps in knowledge

Between phases (for secondary)

- 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.

Onto adulthood (for secondary)

- 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.



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

The designated teacher for LAC will work with the SENCO, to make sure that 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 SEND. 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.

17. What should I do if I have a complaint about SEN support?

We encourage all of our parents to contact us directly (with your child's Year Leader or without SENCO). This will allow us to work together to resolve any concerns quickly. If you feel that your concern has not been resolved, you should follow the academy's complaints policy (available on the website).

18. What support is available to parents?

If you have questions regarding SEND, 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 your Wakefield's local offer. Wakefield publishes information about the local offer on their website: wakefield.mylocaloffer.org

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are: family-action.org.uk/services/wakefield-sendiass-wesail

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

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

19. Glossary

Access arrangements – special arrangements to allow pupils with SEND 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 SEND 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

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 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.

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 which explains what services and support are on offer for pupils with SEN in the local area



Outcome – target for improvement for pupils with SEND. 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 coordinator

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 which meets the needs of pupils with SEN

Transition – when a pupil moves between years, phases, schools or institutions or life stages