SEND Information Report at Castle Newnham







Reviewed: 15.01.26

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Glossary of Key Terms:

- **Access arrangements –** special arrangements to allow pupils with SEND to access assessments or exams strictly under JCQ regulations
- **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
- **Differentiation –** when teachers adapt how they teach in response to a pupil's needs
- **EHA -** Early Help Assessment
- **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.
- **EHCP –** 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.
- **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 SEND
- **OPP-** One Page Profile, a personalised student plan for a child on SEND support (not an EHCP), which lays out termly targets for the student and student specific information to guide teachers and other relevant professionals how best to support the pupil.



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Continued Glossary of Key Terms:

- **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
- **SENDCO –** the special educational needs and disabilities 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



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What types of SEND does the school provide for?

Four broad areas of SEND:

Abbreviation	Meaning
SEMH	**Social, Emotional and Mental Health**
ADHD	Attention Deficit Hyperactivity Disorder
EBSA	Emotionally Based School Avoidance
FASD	Foetal Alcohol Spectrum Disorder
ODD	Oppositional Defiant Disorder
C&I	**Communication and Interaction**
ASD	Autistic Spectrum Disorder
SLCN	Speech/Language/Communication
S&P	**Sensory and/ or Physical Needs**
VI	Visual Impairment
PD	Physical Disability
HI	Hearing Impairment
MSI	Multi Sensory Impairment
MED	Medical
CAL	**Cognition & Learning**
MLD	Moderate Learning Difficulty
SPLD	Specific Learning Difficulty
	Dyslexia
	Dyspraxia
	Dyscalculia

All maintained and Trust schools within Bedford Borough have a similar approach to meeting the needs of students with Special Educational Needs and are supported by the Local Authority (LA) to ensure that all students, regardless of their specific needs of students with Special Educational Needs and Disabilities are being met in a mainstream setting wherever possible.

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The Local Offer:

What is the Local Offer?

Bedford Local Offer

- The Children and Families Bill became legislation in 2014. LA's and schools are, as a result, to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs & Disabilities (SEND) aged 0-25. This is known as the 'Local Offer'
- The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents/carers in understanding the range of services and provision in the local area.

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

The SENDCo, along with the Head Teacher respond to all consultations sent by Local Authorities with respect of pupils with EHCPs and identifies whether or not as a school we can meet need. This is a separate process to the typical admissions process whereby Castle Newnham follow the admissions policy to ensure the process is fair and students with SEND are not unfairly treated with respect of their possible admission to our school.

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How will staff and TAs be trained?

Staff Training:

All members of staff are committed to continuing professional development and regularly participate in formal and informal training opportunities where they are able to share good practice and learn new strategies and techniques to support pupils with SEND. In addition to the five staff training days across the academic year, members of staff are part of weekly briefings, department meetings and staff meetings which serve as a way to share information about students and discuss and plan ways to support their needs. In addition to this, training can be given in response to the specific needs of students where appropriate and this can be delivered by outside agencies or by the SENDCos (Primary and/or Secondary) .

TA Training:

As well as staff training, our team are in receipt of MITA (Maximising the Impact of Teaching Assistant) programme, Solution Focus training and external agencies for specific needs such as speech and language, ASC, ADHD.

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How does the school evaluate the effectiveness of the SEND offer?

As a school, we review termly. We use a platform called Evaluate My School by Whole Education. This evaluates:

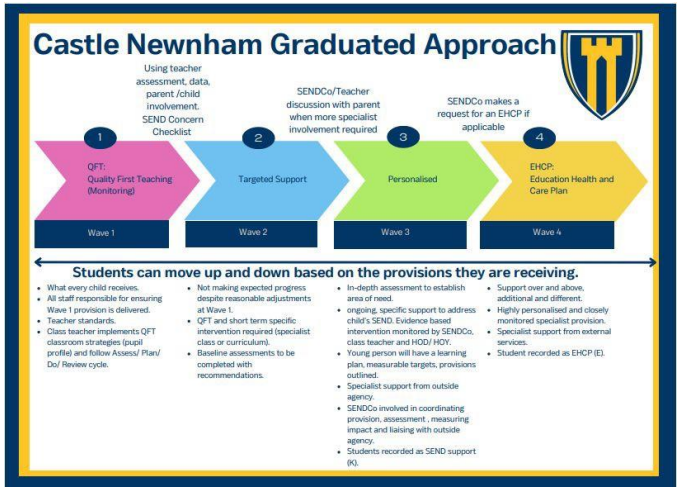
- Intent
- Implementation
- Impact
- Working with learners and families
- Effective use of TAs
- Provision mapping
- Identification

EvaluateMySchool

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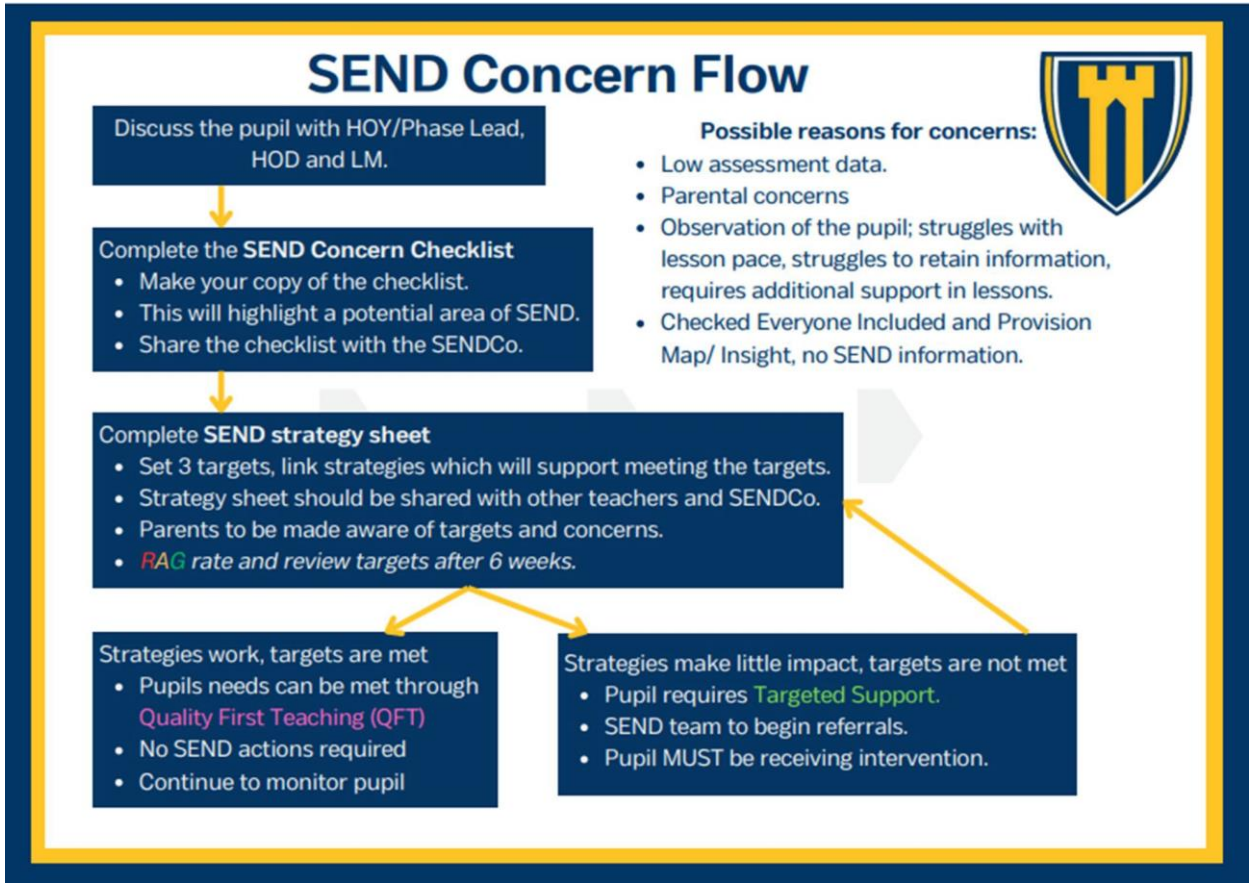
How do we identify SEND?

- A graduated response will be adopted to identify and respond to SEND. This is achieved through (assess, plan, do, review)
- Monitoring of assessment data from SATs and baseline
- Seeking to identify children and young people making less than expected progress given their age and individual circumstances (COP, 2014:6.17).
- Identifying where progress continues to be less than expected - the subject teacher, working with the SENDCo, should assess whether the child has SEND (COP, 2014:6.17). We assess further by using: GL Assessment, AQ's, SCDQ's or referrals



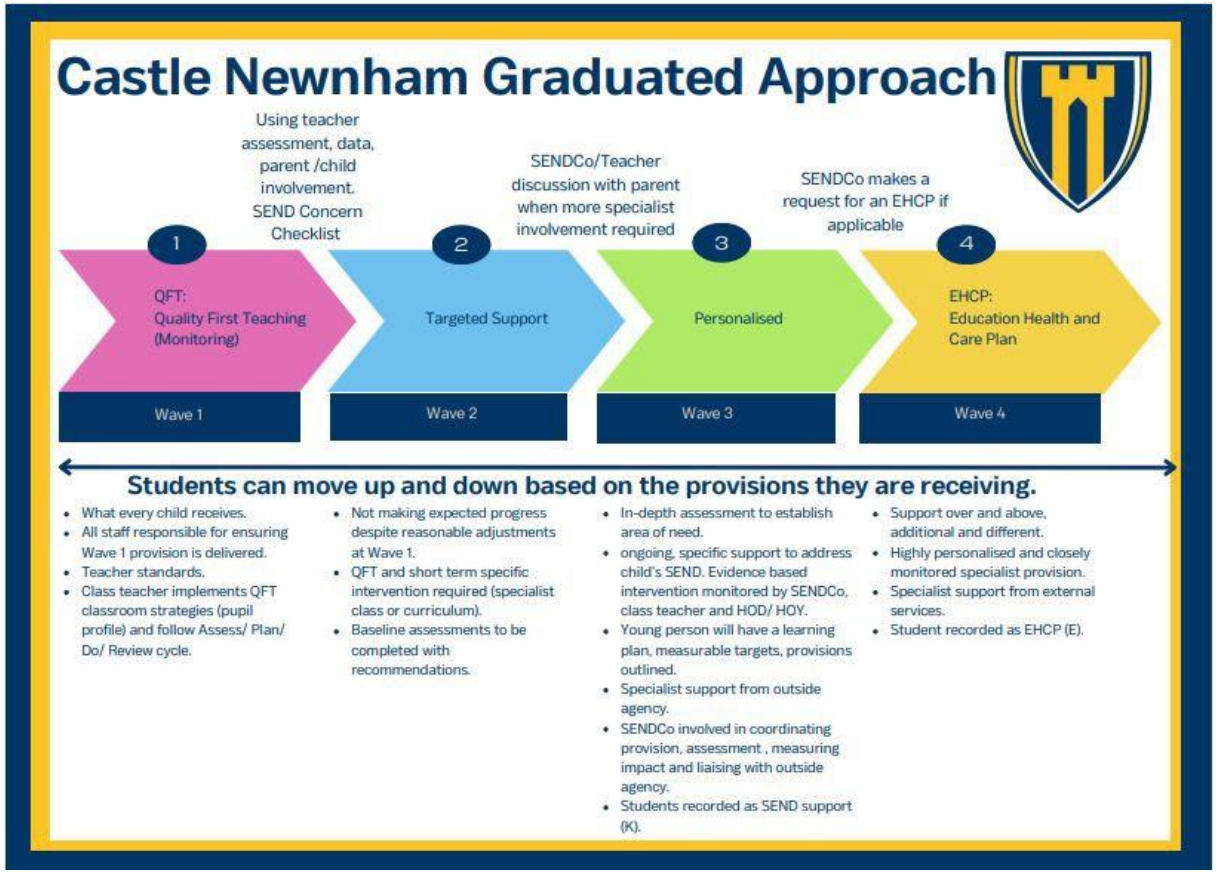
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SEND Identification:



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Our Graduated Approach:



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What does SEND care look like for my child?

How do we teach SEND students?

Support is determined by a Graduated Approach:

Quality First Teaching - monitoring
Targeted Support - APDR (Assess, Plan, Do, Review)
Personalised Support - SEND Support

Quality First Teaching: Quality first teaching, which is differentiated and personalised, will meet the needs of the majority of children and young people. Some children and young people require provision that is additional to or different to this. This is special educational provision (Section 21, Children and Families Act, 2014). CORE PROGRAMMES

Targeted Support: This is additional or different action taken within the school to access independent learning. This will be organised as targeted support within each curriculum area where the Class Teacher, Head of Department or Head of Year will provide identified names to the SENDCo. Targeted support outcomes will be monitored by Class Teachers, Heads of Year and Heads of Department when these support plans are reviewed. CORE PROGRAMMES

Personalised Support: This is when schools offer additional to and different from support for learning. This is where schools consult with specialised support from outside agencies and where the students are in receipt of 12 hrs of support, receiving a Learning Plan or OPP (SEND register).

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What specialist services are available or accessed through the school?

Castle Newnham is committed to inclusion; Primary and Secondary SENDCos and members of staff have experience in supporting students with a variety of needs that may present themselves in school. We do not have a 'specialism' in supporting students with a particular type of need; we support all students' additional needs on an individual basis.

The Primary and Secondary SENDCos hold the National Award in Special Educational Needs Co-Ordination and have experience in working with students with a variety of needs that may present themselves in an inclusive school.

As well as having colleagues who provide additional support in school, Castle Newnham regularly works with a variety of outside agencies from health, therapy and social care including; Educational Psychologists, Autism Spectrum Advisory Team, SEND Outreach Advisory Team, Speech & Language Therapy Team, Child and Adolescent Mental Health Service, Hearing Impaired Team and Visual Impaired Team.

This list is not exhaustive and Castle Newnham is committed to communicating and working with professionals involved with a child or family to ensure a joined up approach to support. We also provide this offer through opening up an Early Help Assessment form. The Early Help Team along with the Educational Psychologist buy-in programme mean we have support for our pupils where we rule out social, emotional and specific special needs.

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What support is available for me and my family?

If you and your family require support additionally to what is available through school we can also offer your family support through the Early Help process to access support from the Local Authority.

Additionally, the school liaises with and can refer parents/carers to a number of agencies for information and support. These should all be found via the Local Offer on the Bedford Borough website.

Some relevant national support agencies may include:

- IPSEA (Independent Parental Special Education Advice) IPSEA
- NASEN Nasen
- The National Autistic Society Bedfordshire Branch Autism Beds
- British Dyslexia Association Dyslexia
- ND CS, National Deaf Children's Society Deaf society
- YoungMinds Young minds
- Genetic disorders genetic disorders
- PA TOSS patoss
- Parent Carer Forum



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

Castle Newnham is committed to ensuring students are given as many different opportunities as possible in their time with us. This includes the opportunity to go on trips and be involved in extracurricular activities and school events.

Involvement of students with SEND in extra-curricular visits are monitored through event requests to ensure they are provided with equal opportunities. Castle Newnham is an inclusive school and wherever possible will ensure students with SEND are able to access activities outside of the classroom including school trips.

Any specific need students may have will be considered when planning trips and appropriate risk assessments and conversations with parents will take place where necessary. Support for trips is deployed on an individual basis in response to a child's needs.

A variety of extra-curricular activities take place during break, lunch and after school throughout the week at Castle Newnham. Attendance at these clubs is open to all students. If necessary, support can be arranged to enable participation in these activities for children with specific needs.

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What does SEND Governance look like?

Castle Newnham's Governing Body is accountable for ensuring that the school meet statutory responsibilities in SEND. The Governing Body, in collaboration with the schools Headteachers, determine the school's general policy and approach to provision for pupils with SEND. A governor serving on the panel will be named as having responsibility for overseeing SEND provision within the school. The SEND governor will liaise with the Assistant Principal for Curriculum & Standards and report back to the full governing body. The Governing Body functions are set out in section 29 of the Children's and Families Act 2014. The SEND Governor for this school is **Tom Barwood.**

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What should I do if I have a complaint about my child's SEND support?

The school, wherever possible, works in partnership with parents/carers to ensure a collaborative approach to meeting students' needs. All complaints are taken seriously and are heard through the school's Complaints Policy.

Our Complaints Policy can be found along with all our Federation Policies on the below link. Policies are alphabetised.

Our Policies

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Meet the Support Team

SEND



Mrs H Harwood
Senior Vice Principal



Mrs H Lee
Assistant Principal (All-Through SENDCo)



Miss K Bloor
Deputy SENDCo



Miss E Allen
South Site SENDCo (Year R-4)



Miss E Bain
Deputy SENDCo



Miss S Garsellis
SEND Administrator

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Primary School Context:





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What SEND support can I expect at Castle Newnham?

- Intervention for English and Maths is determined by class teachers. Interventions are run within the school timetable and are led by a variety of staff members.
- Bespoke intervention on a needs basis e.g. sensory circuits,, pupil family support referrals - solution focus, behaviour support, outside craft, emotional regulation, Lego based therapy, mindfulness, social skills support or arts and craft.
- A 'Learning Plan' captures all the important information about the young person including how they can be best supported in school. These are reviewed half termly with in-person or telephone reviews with parents being held once a term.
- Reasonable adjustments within the classroom such as; wobble cushions, fidget toys, brain breaks etc to support individual needs.
- Access to the sensory room (South Site) to support both regulation and sensory needs.

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What do Reasonable Adjustments look like?

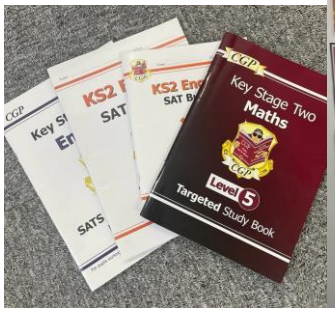








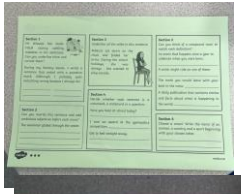


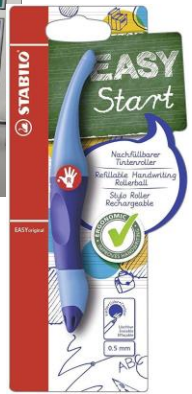




















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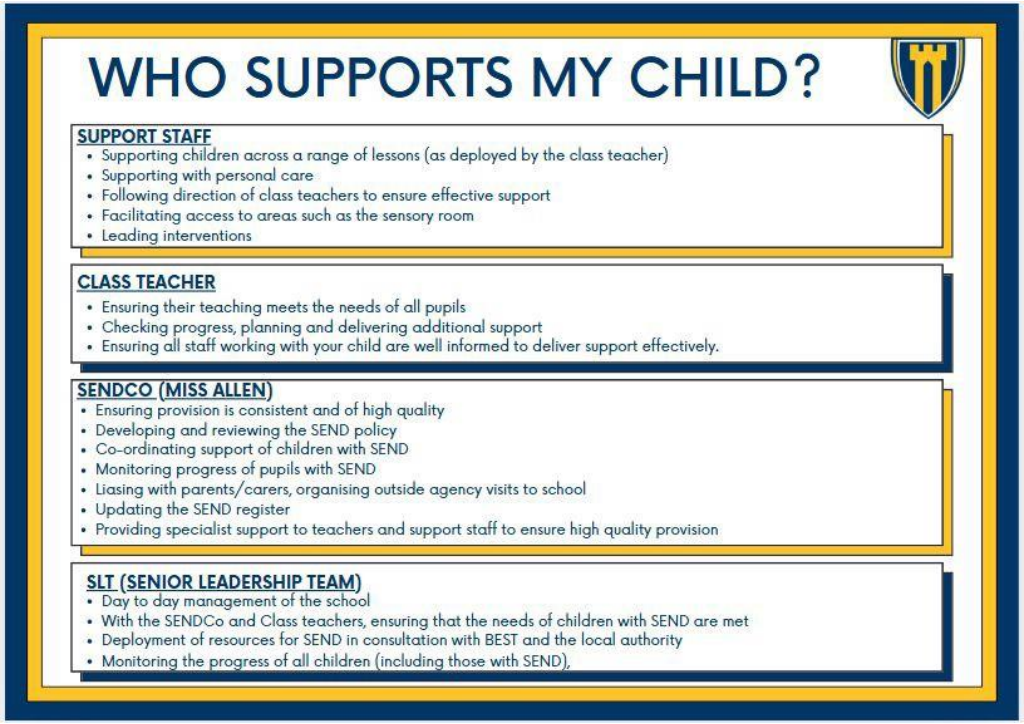
How will the school measure my child's progress?

- Progress is measured after 6wks of intervention and whether the child needs to continue this level of support or not. Impact measures are reported on Provision Map.

- Progress of SEND is measured at every data drop consisting of attainment v target grade, behaviour logs and attendance record.

- Should your child be at risk of attainment, the data is raised to the Academic Achievement Lead and a co-produced decision will be made with consultation with parents / carers. At this point your child would be monitored under wave 1, if not going onto an Assess, Plan, Do, Review cycle (Wave 2).

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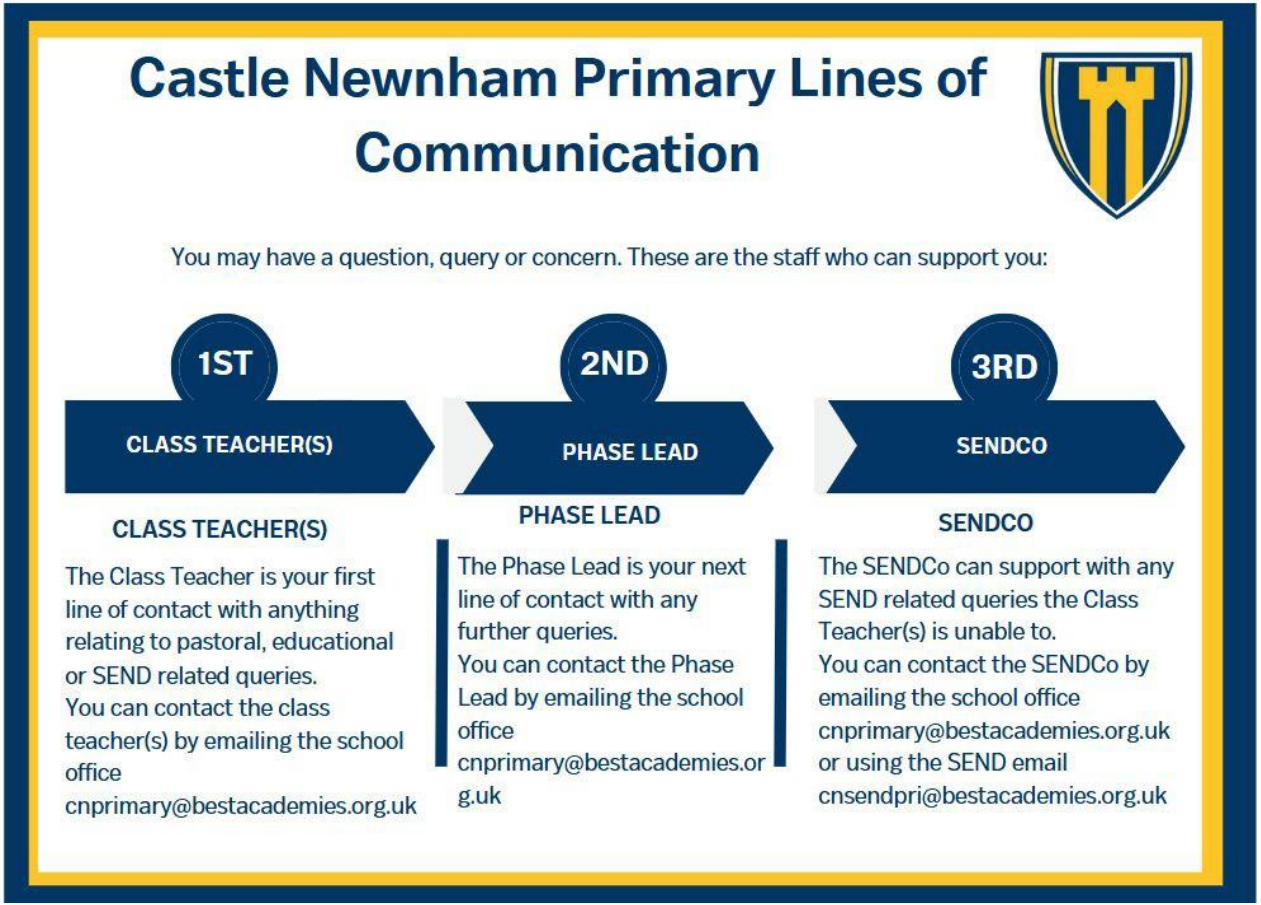


Who will support my child? How will me and my child be involved?

- Pupil surveys are fulfilled to ensure pupils are heard and feel confident with their learning and support they are receiving (K and EHCP learners)
- Families are asked to give comments at every review meeting regarding support, targets and progress
- Staff are contactable via the school office for any queries you may have

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Who should I contact if I have a SEND concern?



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

Upon joining Castle Newnham, there is a transition process in place which includes tours, meetings and transition days.

Castle Newnham has a whole school approach to careers education and guidance which SEND students are fully involved in, with support if necessary. In addition, students with EHCPs are further supported through preparing for adulthood outcomes in their EHCPs.

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Secondary School Context:





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What SEND support can I expect at Castle Newnham?

- Intervention for English and Maths is determined by our Academic Achievement Lead, Heads of Year and Heads of Department. Interventions are run within the school timetable - usually form times (CORE time) or within some lessons.

- Bespoke intervention on a needs basis eg sensory circuits, trauma informed approach referral, pupil family support referrals - solution focus, cooking, behaviour support, outside craft, mindfulness, social skills support or arts and craft.

- Our CORE programmes support these interventions alongside class support

- A key worker system: SEND pupils are assigned a member of staff to meet with them regularly. They are the main link between pupil, school and home

- A 'One Page Profile' captures all the important information about the young person including how they can be best supported in school.

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What do Reasonable Adjustments look like?







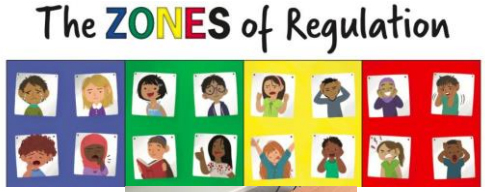














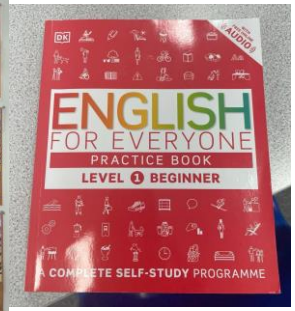












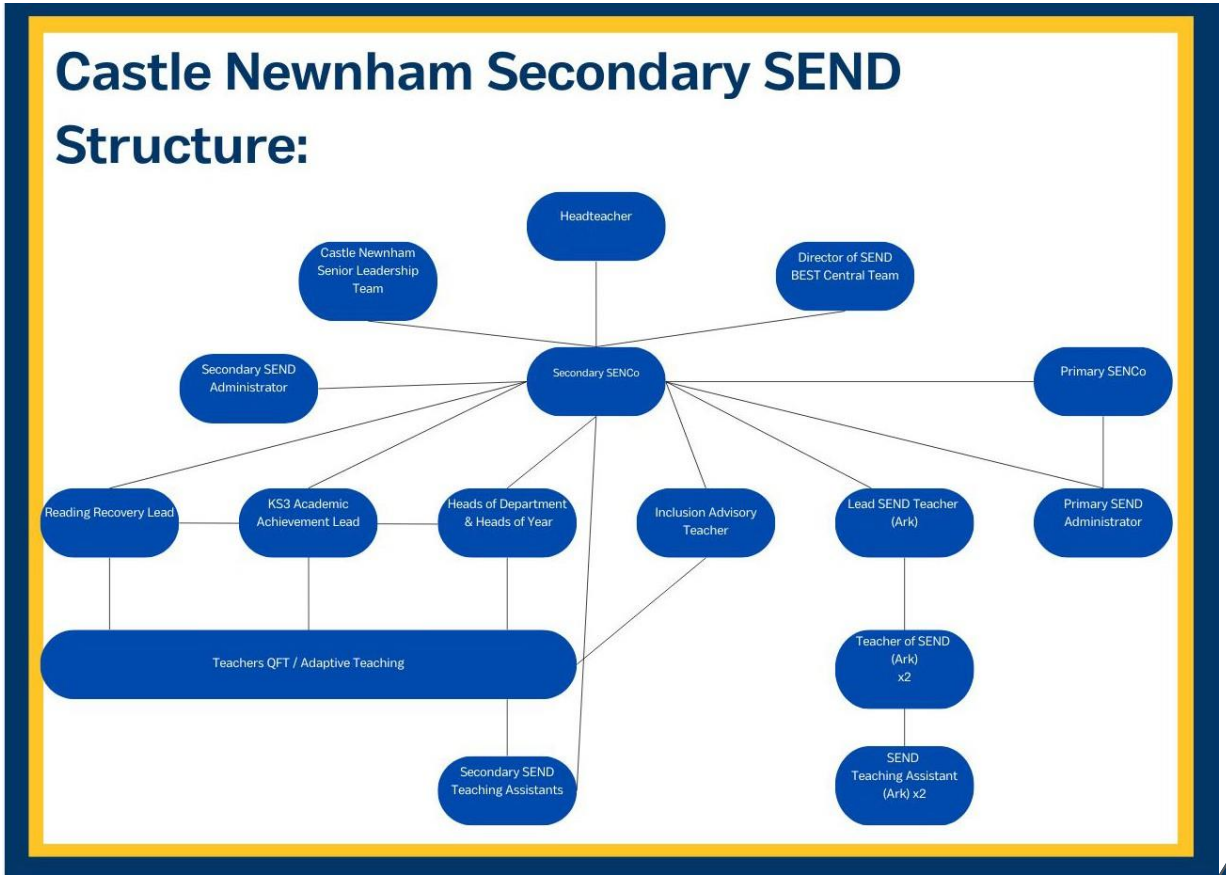




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What does the whole school Secondary SEND provision look like?



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How will the school measure my child's progress?

- Progress is measured after 6wks of intervention and whether the child needs to continue this level of support or not. Impact measures are reported on Provision Map.
- Progress of SEND is measured at every data drop consisting of attainment v target grade, behaviour logs and attendance record.
- Should your child be at risk of attainment, the data is raised to the Academic Achievement Lead and a co-produced decision will be made with consultation with parents / carers.
- Progress measures inform decisions made for GCSE option choices in consultation with the child and families.

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How does the Key Worker System work? How will I and my child be involved?

- SEND pupils (K and EHCP) have a key worker assigned by the SEND team in Autumn 1
- The key worker will create a 'One Page Profile' which is quality assured by the SENDCo. It will be agreed and shared with the pupil, parents/carers and other relevant school staff

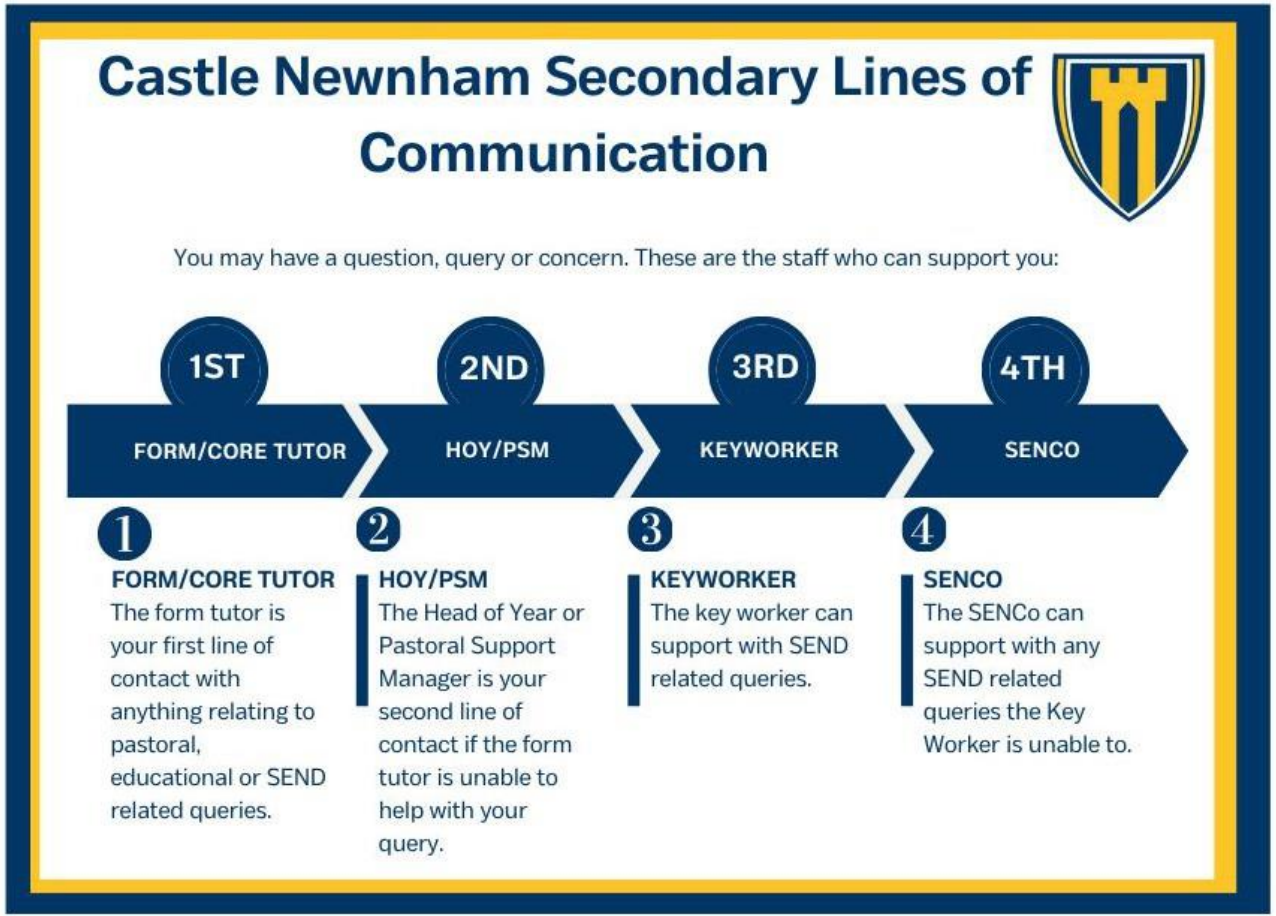
- The key worker is directed by the SEND team and will usually support in some of the pupils classes

- They will meet with the pupil and contact home regularly and ensuring pupil and parent voice is heard

- Pupil surveys are fulfilled to ensure pupils are heard and feel confident with their learning and support they are receiving (K and EHCP learners)

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

Upon joining Castle Newnham, there is a transition process in place which includes tours, meetings and transition days.

Castle Newnham has a whole school approach to careers education and guidance which SEND students are fully involved in, with support if necessary. In addition, students with EHCPs are further supported through preparing for adulthood outcomes in their EHCPs.

We also have links with Post-16 institutions including Bedford College.

Our students attend Preparing for Adulthood conference and will work alongside our careers lead in the school for bespoke careers advice and interviews, as well as being part of career guidance fairs within the school.

Between phases, our SEND students remain with their pastoral support manager for their year group who know the students and family well and travel with them through the school years. This ensures consistency of support and solid communication for families.



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