



Castle View
Enterprise
Academy

**SPECIAL EDUCATIONAL NEEDS AND
DISABILITIES**

(SEND)

INFORMATION REPORT

2023-2024

Mrs C. Tait

SEND Information Report 2023-24

The Academy's SENCO is Mrs C. Tait who can be contacted via the Academy on 0191 594 6330

Types of SEND that are provided for

Castle View Enterprise Academy (CVEA) is a mainstream setting where every child is valued and respected. We are committed to the inclusion, progress and independence of all our students, including those with SEND. We work to support our students to make progress in their learning, in their emotional and social development and in their independence

Students are placed on the SEND register under the four areas of the Special Educational Needs, Code of Practice (2015). The four areas are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health and
- Sensory and physical

Students may have more than one area of need, so may be placed on the SEND register for more than one area.

Identifying a pupil with SEND and assessing their needs

On entry to the Academy all students complete the ART Reading Test. The results from this test, along with Key Stage 2 data, provides a baseline of assessment information to help with the identification of students with SEND and is also used for banding purposes. On entering Year 7's complete the Cognitive Ability Test (CAT) tests to further support decisions on banding and setting of students.

All feeder primary schools are contacted regarding students already on the SEND register, and files are transferred from the primary schools. Following the implementation of the Sunderland SEND ranges, all students on the SEND register should transfer on a range. These are regularly reviewed. The SENCo circulates information regarding SEND students prior to the start of the academic year. Further information such as SEND support plans are distributed after the October half-term after further information is collated.

Screening and Diagnostic Assessment in the Academy for the Intervention of SEND

The Academy liaises closely with parents, other schools and agencies to identify issues for support through communication. We also identify concerns through pupil voice and teacher comment. Intervention strategies are put in place by departments who may also refer students to the SENCO for assessment. Interim report, parental reviews and review meetings are also used for identifying students' areas of need.

Identification can also be via regularly screening as follows:

All students:

- SATS on entry
- Biannual Access Reading test
- Half termly departmental tests

If screening or liaison reveals concerns then a range of diagnostic tests are utilised in the Academy in addition to outside agency tests via referral.

Diagnostic tests include:

- SNAP for behaviour
- Behaviour screening for observations
- WRAT for Literacy/Numeracy
- Spelling, Processing Speed and Reading Comprehension Speed (SPaRCS)
- Tests provided by Educational Psychologist as needed
- LEXIA Core 5
- LEXIA Power Up
- Diagnostic Reading Analysis (DRA)
- Academic Achievement Battery (AAB)

It is essential that a full picture of the student's needs is acquired so that the best intervention can be put into place.

Students on the SEND register are reviewed throughout the year, by the SENCo. Those with an EHCP also have an annual review.

Students may be entered onto the register or have their SEND stage changed at any time during the year as need arises. The Academy has a referral system which enables curriculum and pastoral staff to register concerns and request input by the SENCo.

The Academy recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a student's needs and the best ways of supporting them.

All parents of students with additional needs will be treated as partners and given the necessary support to play an active and valued role in their child's education.

Education, Health and Care plans

Where a student with SEND is failing to make progress, despite quality-first teaching and support through SEND support, an application to the Local Authority (Together for Children-TfC) for an Education, Health and Care Plan (EHCP) may be considered. Parents, the Local Authority (TfC) and outside agencies will be fully involved in such decisions and meetings will be organised to consider and plan such a referral. More information on the application process and criteria for Education, Health and Care Plans is available on the Local Authority (TfC) Website.

Parents/carers and students involved in discussing, planning and supporting education

Reporting to parents on student progress is done formally through three data returns throughout the year. This is followed up by a Parents' Evening at which you will be able to discuss this report with subject teachers, Tutors and members of the Senior staff.

For students on the SEND register, parents and appropriate professionals are invited to reviews twice yearly. SEND support plans are updated in these meeting using the assess-plan-do-review cycle. It is important to the Academy that both student and parent/carer voice are evident in all decisions made about a child.

Arrangements for assessing and reviewing students' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teacher assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or

approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

- In Key Stage 4, students, where required, will be assessed for exam access arrangements e.g. small room, extra time, prompt, reader and use of laptop.
- For all student, internal assessments are completed half termly, data is shared with parents three times a year, and through a parents evening.

Supporting students moving between phases and preparing for adulthood

Joining Castle View Enterprise Academy

Transition into CVEA is very carefully planned from Year 6 onwards. CVEA have a range of staff that attend the local primary schools on a regular basis throughout Year 6 and offer a range of activities including: dance, cricket and also a full range of bespoke events. CVEA also provide transition days throughout the year and provide parental events to provide clear information so that parents can reassure their children at this important time. Links with the local primary schools are strong and information is shared that is pertinent for students ongoing support. Students with SEND are offered additional visits to CVEA including one to one as part of their planned induction. The SENCo is also invited to any relevant meetings or SEND reviews during Year 6 so that support plans can be developed prior to induction at CVEA. Students who are vulnerable on transition may be allocated a place in a small group for a limited period of time to reduce anxiety. This will be reviewed termly.

Post 16 Provision

We will share information with colleges, or other settings students are moving to post 16. We will agree with parents and student's which information will be shared as part of this. Transition meetings and visits are arranged where required, with staff from CVEA supporting families with visits to alternative provisions where necessary. All teaching staff receive SEND support plans at the beginning of each year to support students moving between phases in school. All students with an EHCP are offered an appointment with Connexions, with their parent/carer, in Year 11 to help students preparing for adulthood.

Approach to teaching students with SEND

Teachers are responsible and accountable for the progress and development of all the students in their class.

High quality teaching is our first step in responding to students who have SEND. This will be differentiated for individual students.

We will also provide the following interventions:

- LEXIA Power Up
- LEXIA Core 5
- Reading Comprehension-including SRA Reading Programme
- Social skills
- Talk about Teenagers
- 1:1 mentoring
- Peer mentoring
- Peer Reading
- SNAP-B
- Power of 2
- Catch Up (English)
- Small group targeted intervention- English and Maths
- Individualised plan e.g. telling the time, word finding
- Step Up to English Qualification
- Switch on to reading
- Bedrock Learning.
- Handwriting skills

Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all students' needs are met:

- Adapting our curriculum to ensure all students can access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing to ensure all students can access the curriculum.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc. to support students learning in lessons.
- Adapting our teaching, for example, giving longer processing times, pre- teaching of key vocabulary, reading instructions aloud, etc. to cater for all students learning styles.
- Providing access arrangements to ensure all students can access exams, tests and assessments.

Additional support for learning that is available for student with SEND and working with other agencies

The following is a list of **key staff and their responsibilities**.

Key Role	Name	Role/ Responsibility	Qualifications for SEND
SENCO	Mrs C. Tait	Whole School responsibility for the organisation and management of SEND and Medical SEN	National SENDCO Qualification. Range of SEND courses. MA in Education and Disability Studies
Senior Leader Team link for SEND and Medical SEN	Ms A. Payne	SLT link for SEND and Medical SEN	NASEN SEND reviewer qualification. Writing SEND and Medical SEN policies and procedures. Administering medication, writing medical plans, medical policy training.
Teacher of English/ SEND	Miss L. Miller	Nurture Teacher	Range of SEND courses
Teacher of Geography/ SEND	Miss C. Boulter	Nurture Teacher	Range of SEND CPD
SEN Admin Medical Lead	Miss R. Watson	Medical SEN administrator.	Administering medication, writing medical plans, medical policy training.
Bridge to learning Co-ordinator	Mrs L. White	Responsible for the day to day running of the bridge to learning.	Range of SEND courses
Nurture Plus Teacher	Mr R. Baulf	Delivering education to Nurture and Nurture plus students	Primary Teaching qualifications.
Higher Level Teaching Assistant	Mrs M. Robson	Lead on Access arrangements, ELKLAN and LEXIA and EHCP support. In-class student support. Delivering interventions. Key mentor for SEND students.	ELKLAN trained, LEXIA trained. HLTA. Range of SEND courses. CPT3A

Learning Support Assistant	Mrs A Payne	Lead on ASD. In-class student support. Delivering interventions. Key mentor for SEND students.	ASD training. Level 2 counselling Administering medication, writing medical plans, medical policy training.
Learning Support Assistant	Miss A. French	In-class student support. Delivering interventions. Key mentor for SEND students.	Administering medication, writing medical plans, medical policy training.
Learning Support Assistant	Miss E. Batey	In-class student support. Delivering interventions. Key mentor for SEND students.	Administering medication, writing medical plans, medical policy training.
Learning Support Assistant	Mr C. Hodgson	In-class student support. Delivering interventions. Key mentor for SEND students.	Administering medication, writing medical plans, medical policy training.
Learning Support Assistant	Mr N. Allan	In-class student support. Delivering interventions. Key mentor for SEND students.	Administering medication, writing medical plans, medical policy training.
Learning Support Assistant	Miss S. Garnham	In-class student support. Delivering interventions. Key mentor for SEND students.	Administering medication, writing medical plans, medical policy training.
Higher level Teaching Assistant	Miss J. Bandzheva	In-class student support. Delivering interventions. Key mentor for SEND students	Administering medication, writing medical plans, medical policy training.
Medical	Mrs D. Hughes	In-class student support. Delivering interventions. Key mentor for SEND students. Medical	Administering medication, writing medical plans, medical policy training.

SEND mentor	Miss E. Massey	Mentor and support KS4 SEND students.	Range of SEND CPD
Assistant SENCo	Miss L. Gaffney	Mentor and support SEND students.	Range of SEND CPD
SEND mentor	Mr A. Lawson	Mentor and support year 9 SEND students.	Range of SEND CPD
Medical	Mrs G. Waite	Medical	Administering medication, writing medical plans, medical policy training.
Medical	Mrs J. Hixon	Medical	Administering medication, writing medical plans, medical policy training.
Medical	Miss A. Spence	Medical	Administering medication, writing medical plans, medical policy training.
Pastoral Leader	Mrs E. Goodaire	Pastoral Lead- KS3 responsibility Deputy Designated Safeguarding Lead	Range of SEND CPD
Pastoral Leader	Mrs J. Coxon	Pastoral Lead- KS4 responsibility Deputy Designated Safeguarding Lead	Range of SEND CPD
Welfare Officer	Mrs G Roberts	Student Welfare Officer Mentoring SNAP-B lead	Level 2 and 3 counselling
School Counsellor	Miss S Nicholson	School counsellor	Degree in counselling Degree in childhood studies

The Academy works with the following **agencies to provide support** for students with SEND:

Agency	Referral Route	Provision
Educational Psychologist	Independent. Funded directly by Academy.	Individualised assessments/planning of provision
School Nurse	Direct referral	Attends Child Protection/CIN meetings. Health assessments via referral.
Wear Kids	Referral via Single Referral form.	One to one mentoring.
Autism Outreach Service	Referrals can be made from parents or any professionals following confirmation of diagnosis.	Attendance at annual review if available/transition support. Referrals for specific difficulties in school via school referral.
Language and learning	Direct referral for student working significantly behind their peers academically	One to one assessment, and intervention provided if required

Hearing Impairment Service	Referral from Audiology	Quarterly Review
Early help	Referral via Early Help Panel- request form completed by parent at school then referral to Early Help Panel	Individualised programme based on need of family/ child
YDAP	Direct referral	One to one support.
Risk and Resilience Team	Agreement via liaison.	Targeted group work re vulnerable/high risk groups
CAHMS	Direct referral	Range of delivery
CYPS	Direct referral	Range of delivery
Social Care	Via referral to Together for Children	CIN assessment or strategy
Speech and Language Service	Direct referral for extreme cases only	One to one assessment, ongoing support if required
Physical Team	Referral from consultants or school	Bespoke provision
Occupational/physiotherapists	Medical referrals	Limited reports.

MIND	Referral from purchased sessions by Academy	MIND Sessions
Paediatrics	Direct referral	Appointment, which could lead to further assessment or referral
Gender Identify Support Service	Direct referral	Bespoke provision based on individual need
Consilium	Referral through CPP panel	Small group provision for students with attendance under 50%
Emotional Resilience Nurse	Direct referral	Individual appointments

Supporting students and families

- Parents may access the Local Authority Local Offer on the Sunderland Council Website, a link to this can be found on the school website.
- School Information Report provides details of current provision which is accessible on the Academy website.
- Castle View Enterprise Academy is committed to a multi-agency approach
- Castle View Enterprise Academy is committed to inclusive education and the policy for admission arrangements is available on the Academy website.
- Special Exam Arrangements are available according to current JCQ regulations and administered via the exams officer and SENCo.

Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for students with SEND by:

- Reviewing students' individual progress towards their goals each term
- Reviewing the impact of interventions every half term/term
- Using pupil questionnaires
- Monitoring by the SENCo
- Using provision maps to measure progress
- Holding annual reviews for students with statements of SEND or EHC plans

Enabling students with SEND to engage in activities available to those in the Academy who do not have SEND

CVEA is fully inclusive and prides itself on every student having the opportunity to achieve his or her personal best.

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

All students are encouraged to take part in Sporting Activities, School trips and Performances

No pupil is ever excluded from taking part in these activities because of their SEND or disability.

The Academy offers a wide range of trips and visits which are offered to all students. Where needed and accessible additional arrangements are made for students to participate.

Music Tuition

Tuition on a variety of musical instruments is provided by specialist teachers. Lessons take place throughout the Academy day and most often involves students missing part of normal lessons although this is designed to be on a rota basis to

avoid the same lesson being missed every week. Tuition may not be free; payment is spread across the year, and due termly.

Extra-Curricular Activities

We are committed to see a wide range of activities taking place outside school hours. Examples of the kinds of activities we envisage are Art Club, Badminton, Breakfast Club, Craft club, Cookery and Catering Classes, Choirs, Dance, Drama and Productions, Enterprise Club, Fitness Training, Homework Club, Singing, Sports Clubs, Swimming and Table Tennis.

Sport

Sport plays a key role in Academy life, both within lessons, after Academy hours and at weekends.

The wide variety of sporting activities offered are listed below with in-house and/or inter-school teams operating

Aerobics, Athletics, Badminton, Basketball, Cricket, Cross-Country, Fitness, Football, Hockey, Netball, Orienteering, Rounders, Rugby, Swimming, Table Tennis, Tennis, Volleyball, Dodgeball and Golf.

The House System

Healthy competition is very much part of the Academy ethos and, to this end, all students and staff (except the Principal) are permanent members of one of the three Academy Houses, each of which is named after one of our reservoirs here in the North-East:

Derwent (House Colour: Purple) Fontburn (House Colour: Green) Kielder (House Colour: Silver)

Inter-House competitions are always the focus of tremendous pride and passion, and students will be encouraged to consider it a great honour to represent their House. These competitions range from sport to craft, from creativity to chess, and incorporate the Golden Merit system across Years 7-11. Trophies and House Points are awarded for a variety of these events, culminating in the end- of-year total which decides the winning House. This overall House Cup is awarded at the Sport and House Awards Evening.

Support for improving emotional and social development

We provide support for students to improve their emotional and social development in the following ways:

- Students with SEND are encouraged to be part of the Academy council
- Interventions such as SEAL, friendship groups. Social skills groups
- Access to MIND counsellor
- Access to Head of Year Mentoring and Monitoring
- Personal Skills curriculum embedded throughout the school
- SNAP-B
- Referrals to outside agencies e.g. CAMHS and CYPS
- Student Voice

We have a zero-tolerance approach to bullying.

Arrangements for handling complaints from parents of children with SEND about the provision made at the school

Any complaints can be made directly to Mrs C. Tait SENCO or Mrs J Owens, Principal or the Complaints Policy can be accessed on the Academy website.

The Local Authority Offer

The local offer can also be accessed which publish information about provisions that are available in the local area for children and young people from 0 to 25, who have special educational needs and disabilities. The link for the local offer is <https://sunderland.fsd.org.uk/kb5/sunderland/directory/home.page>