



What kinds of SEND do pupils in the school have?

Castle Primary school is a mainstream primary school in the heart of Tiverton. Through inclusive, quality-first teaching, class teachers and support staff adapt the curriculum to meet the range of needs and abilities within each class.

In the academic year 2025-2026 (summer term) there were 48 children identified as having SEND, which is approximately 16% of children on roll. These 48 pupils were made up of: 11 pupils with an EHCP and; 37 on SEN support.

Our school currently provides additional to and/or different provision to meet the needs of children within the four main categories of SEND -

- Communication and interaction, for example, autistic spectrum condition (ASC), speech and language difficulties
- Cognition and learning, for example, dyslexia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties

How does the school know if a child needs extra help?

When assessing any possible SEND, we will consider the needs of the child.

- “A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.”

A child of compulsory school age or a young person 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 facilities of a kind generally provided for others of the same age in mainstream”

Special Educational Needs and Disability Code of Practice 0-25 (2014).

At Castle Primary School, we have a clear SEN identification process that is in the form of a graduated approach, using the Assess, Plan, Do, Review cycle.

This approach follows a model of action and intervention, beginning with a focus on Ordinarily Available Inclusive Provision (OAIP) which includes quality-first teaching to help children make progress and successfully access the curriculum. The graduated approach recognises that there is a

continuum of SEND and that where necessary, increasingly specialist expertise should be involved to address any difficulties a child may be experiencing.

As well as ongoing observations and professional discussions, we use a range of (not exhaustive) assessment tools, including:

- Teacher assessments and standardised tests (SATs)
- Phonic screenings
- RWInc assessments every half term
- Speech and Language assessments
- Literacy difficulty screening

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social or emotional needs.

If a child fails to make expected progress with OAIP in place, we (class teacher and/or SENDCo) meet with parents to discuss next steps. This may include referrals to outside agencies for additional support with assessment and identification of need and/or placing a child on our SEND Register and creating a support plan. This is then closely monitored to ensure children are receiving regular, targeted intervention.

As well as in school assessments we also use external agencies to support with the identification of need and next steps. Agencies include (again, not exhaustive):

- Educational Psychology Services
- Physical and Sensory Team (Hi/Vi/MSI)
- Physical Disability and IT Team
- Children's Social Care
- Speech & Language Therapy
- CAMHS
- Mental Health Support Team in Schools
- Occupational Therapy
- Physiotherapy
- School Nurse
- Virtual school for Looked after Children
- Early Help

What should I do if I think my child may have special educational needs?

In the first instance, contact your child's class-teacher who will then review the information provided by yourself and any other school staff; this forms part of our graduated approach. If appropriate, this information will be passed onto our Special Education Needs and Disabilities Co-ordinator, Mrs Emma Clark eclark@the-castle-primary.devon.sch.uk

How will both you and I know my child is making progress?

Your child's class teacher will be your main point of contact at Castle Primary School and will work in partnership with you to support your child. Staff at Castle Primary School continuously monitor

children's progress throughout the year and meet with the Middle and Senior Leadership Team for 'Pupil Progress Meetings'.

As a parent/carer you will :

- Have access to a 'Support Plan' for your child. These are reviewed and updated termly based on the progress that has been made.
- Be invited to attend Parent/carer-teacher consultation evenings
- Receive communications through the school systems, such as emails
- Receive school reports twice a year

In addition, you may also be involved in:

- Annual Review meetings if your child has an Education, Health and Care Plan
- 'Team Around the Family' Meetings

How will you help me to support my child's learning?

Parents and carers of children with SEND are included in the school's standard methods of information sharing – including Parent/carer-teacher consultation evenings. Any parent is able to contact the class teacher or SENDCo at any stage of the school year for information or to arrange a meeting/phonecall.

If a child is having input from a specialist service, then the parent will be informed by either the specialist or by the school each time any input or assessment is carried out. The feedback regarding progress may be given as part of a meeting / phone call depending on the needs of the child or the wishes of the parent.

Parents are also regularly informed and kept up to date with the planning for the children's learning through:

- Information pages on the school website
- Whole school newsletters

How will the school staff support my child?

All teaching staff support children at a level appropriate to their needs through effective adaptation in the classroom (Quality First Teaching).

We recognise there are some children who will need additional support to access the curriculum if they have an identified Special Educational Need or Disability and this may look like –

- Individual or small group Literacy intervention.
- Individual or small group Maths intervention.
- Individual or small group Speech and Language intervention eg using Speechlink, Language link, Language Enrichment groups or a programme provided by the Speech and Language Therapy Team.
- Individual or small group social and emotional development programmes such as Friendship, Zones of Regulation, Blob Group, Self-esteem and Self awareness.
- Individual or small group communication & interaction programmes such as Turn taking and LEGO Therapy.
- Individual programmes provided by the Occupational or Physiotherapy services.
- Individual Pastoral support
- Personalised curriculum to meet specific needs supported by advice from outside professionals.
- Additional Teaching assistant support – This will only be 1:1 if specifically stated within an EHCP with an appropriate level of top-up funding.

Children with identified SEND have a termly individual support plan with clear targets. These targets have been shared with parents through 'Provision Map' but will be moving to 'Insight' from September 2026.

How will the curriculum be matched to my child's needs?

The level of support available at Castle Primary School can be divided into three areas: Ordinarily Available Inclusive Provision (OAIP), Targeted and Specialist. OAIP includes inclusive, quality-first teaching and in class support and differentiation. Targeted support includes individual or small group interventions that are above and beyond that which is provided in class. Specialist support includes following programs and advice from outside agencies that are providing the individual child with specific plans and targets. Parents are involved in any decision making and these decisions are supported by the school staff.

Most children follow the national curriculum in line with their age/year group but for those with SEN, reasonable adjustments or adaptations may need to be made in order for them to access the learning. For those with more complex needs, an individualised curriculum will be developed based on reports and advice from outside agencies in order to best meet their specific needs.

How is the decision made about the type and how much support my child will receive?

The decision-making process is informed by the data and information provided by all agencies involved. Support is then personalised, within available resources, to maximise progress. This is regularly reviewed, and in the case of students with high needs / EHC Plans, discussed with parents at Annual Reviews. Where a pupil makes good progress, and bridges the gap, support may well be reduced and they will be withdrawn from the SEN Register. When significant changes to provision occur, parents are automatically involved.

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

Every child at Castle Primary School can access activities both on and off site, including school trips, residential trips, after school clubs etc. Appropriate adaptations may need to be made in order for children to be part of these opportunities and it may be necessary for risk assessments to specify additional safeguards to ensure children are safe.

What support will there be for my child's overall well-being?

At Castle Primary school we adopt a whole-school approach to the social, emotional and mental health needs of children. All children are taught weekly PSHE lessons which actively support and promote positive well-being for all.

Appropriate interventions will be offered for children who are identified with concerns about their well-being and this may also lead to referrals being made to access support from external agencies including, but not limited to :

School nurse
CAMHS
Mental Health Support Team in Schools
Balloons

If we have any concerns that a pupil is at risk we will always follow our Safeguarding Policy. This means the child's welfare is the paramount concern, over-riding concerns for staff and parents/carers. We will involve external agencies if we consider this to be in the child's best interests.

Our Designated Safeguarding Lead is Mr Thomas Paddon – tpaddon@castletiverton.school
Our Designated Deputy Safeguarding Lead is Mrs Claire Paton – cpaton@castletiverton.school
The Safeguarding Lead Governor is Mrs Jill Larcombe – jlarcombe@castletiverton.school

If a child has a medical health condition, then a Health Care Plan will be completed in consultation with parents/carers, Head Teacher, SENDCo and other health professionals. These plans include any medicinal needs as well as emergency procedures and specific interventions.

For children at risk of exclusion, either the SENDCo or Head Teacher will contact and work alongside the schools Inclusion Partner and parents/carers. The aim is to identify need and plan intervention/action to ensure we are supporting children and their families to reduce the likelihood of exclusions and increase attendance.

If you have any concerns about your child's wellbeing, their class teacher is the best point of contact.

What specialist services and expertise are available at or accessed by the school?

Each service works in a way that produces the best outcomes for the children. We have access to the following services (not exhaustive):

- Educational Psychology Services
- Physical and Sensory Team (Hi/Vi/MSI)
- Physical Disability and IT Team
- Children's Social Care
- Speech & Language Therapy
- CAMHS
- Mental Health Support Team in Schools
- Occupational Therapy
- Physiotherapy
- School Nurse
- Virtual school for Looked after Children
- Early Help

What training have the staff supporting pupils with SEND had or what training are they having?

Our staff team have a wide range of experience and training in meeting the needs of children with SEND.

Examples of some of the training staff have attended in the last year –

- Adaptive Teaching
- Language Enrichment groups
- Ordinarily Available Inclusive Provision
- Targeted support framework and the needs indicator tool
- Supporting Mentally Healthy Schools
- Tom Sherrington's 'Walk-Thru's'
- EEF scaffolding framework

Each year training is mapped out to address key areas of school improvement. As well as this, bespoke training is put in place which responds to the ever-changing needs profile of the school and each of its children.

All staff receive yearly refreshers for Keeping Children Safe in Education (KCSIE).

How accessible is the school both indoors and outdoors?

Please see the school's accessibility plan for more information – [Accessibility Plan](#)
Reasonable adjustments are made within classrooms when required – e.g. classroom furniture layout.

Provision of ICT equipment is available to support access to the curriculum e.g. sound field systems, targeted to specific classrooms, to support hearing impairments.

Extra-curricular activities are offered to all children, regardless of level of SEND need.
Sensory spaces are available, alongside access to quiet areas to support calming, as needed.
We have trained staff in Autism, Speech and Language and Dyslexia.

How will the school prepare and support my child to join the school, transfer to a new setting or to the next stage of education and life?

The support for children moving to Castle Primary School or between classes depends on the needs of the child. This can be tailored to meet individual needs through discussions with parents/carers and appropriate other professionals. This support may include (not exhaustive):

- The class teacher and/or SENDCo visiting the child's current setting to observe and meet them in a familiar environment.
- Transition books including e.g. photos of the adults in their class team and their new classroom.
- Transition days in school so children can meet their new class team, peers and become familiar with their new classroom and where things like toilets and pegs are.
- Additional visits to their new classroom.

We have good links with the local secondary schools and parents are updated with the transition arrangements for each individual school when they are shared.
Pupils with an EHCP will have a phase transfer review in the Summer term of year 5 to update their EHCP ready for transition to secondary education. We will endeavour to invite a member of the SEND team from your chosen Secondary school but are aware that school placements have not been agreed at this point in the year. If this is not possible, we will support parents/carers with arranging and attending meetings to share concerns and discuss plans later in the school year.

All appropriate documentation is transferred to the new school along with any appropriate safeguarding information.

What do I do if I am not happy or want to complain?

It is in everyone's interests for complaints to be resolved quickly. In the first instance, the class teacher is the best person to talk to. If the complainant feels that the matter cannot be resolved, then the SENDCo will become involved. Should there need to be further input, the Head Teacher will wish to be actively involved in discussions.

If you feel that there is still an ongoing concern, then the complainant must put in writing their concerns to the Chair of Governors, who will put it to the Board. In the unlikely event that the matter is still not resolved, the parent can take the complaint to the Local Authority.

Who can I contact for further information?

Devon information and advice service

<https://devonias.org.uk/>

01392 383080

Devon Family Hubs

[About family hubs - Children, families and education](#)

You can call the family hubs information line on **0800 538 5458**. Lines are open Monday to Friday, 10 am to 4 pm.

Occupational Therapy advice line -

[CFHD Occupational Therapy telephone advice line - Children and Family Health Devon](#)

If the young person is aged between 0-18 years and has a GP in Devon or Torbay, please call 03332 341123

Tuesdays 1:30pm – 4:00pm

Fridays 9:30am – 12:00pm

Public Health Nursing - School nursing

[School nursing - Children, families and education](#)

Devon's SEND Local Offer - About SEND and the Local Offer - support for SEND in Devon

Devon Safeguarding Children Partnership

For Early Help updates, information and Right for Children queries, visit the Devon Safeguarding Children Partnership webpage for further information:

<https://www.devonscp.org.uk/>