



SEN information report Academic Year 2025 - 2026

The kinds of SEN that we provide for

At Castleford Academy we support pupils across the 4 areas of need, including:

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

We provide for a whole range of SEND needs; including pupils with a EHCP and other additional SEN needs.

For pupils with an EHCP, the amount of support is determined through the Local Authority SEN panel. This panel determines the level of funding that can be offered to the child.

Within the Academy, support is matched to need. This is determined through discussions with parents, Year Leaders and pupils. See consultation advice below. This arrangement is the same for children and young people who are looked after by the local authority and have SEND.

The nature of the resource/provision allocated will depend on the individual needs of the child. Discussions with students, parents, year leaders, external agencies and teaching staff enable us to allocate provision. Resources can include: TA support in the curriculum, social time support, social skills, literacy skills, mentoring and working alongside external agencies.

The academy has adopted the Wakefield admissions policy for pupils with SEND. The admissions arrangements are as for other pupils but are subject to the school's ability to meet the particular needs of the pupil. This is determined through a consultation process with the academy.

Our SENCO is Miss J Hayden. She can be contacted through the Academy on 01977 605060.

All our policies regarding SEND are available on our website
www.castlefordacademy.com.



Further information on our school and local offer are also available on our website.

Information on the local offer can be found using this link:

[Wakefield SEND Local Offer | Wakefield SEND Local Offer \(mylocaloffer.org\)](#)

If you have any concerns regarding the arrangements for a young person with SEND, you can contact us through the strong pastoral system we have in school and our SENCO.

We will aim to provide the best support and provision possible.

How we identify and assess children and young people with SEN

At Castleford Academy, we work closely with parents to identify children and young people who have SEND. If you have any concerns regarding your child, you can access one of our many pastoral systems for support. Initial contact should be made through form tutors or year leaders. They will be able to direct your concerns to the correct person. Where possible, we encourage parents to come into school to discuss concerns directly with ourselves.

You may also choose to contact our SENCO, Jane Hayden, directly who will be able to answer any of your questions.

In addition, parents' evenings are held throughout the year where you can see individual members of staff directly.

Teachers follow the assessment and reporting calendar and will raise concerns about individual pupils with the Year Leaders and/or SENCO as appropriate. For pupils who have an EHCP, staff will be consulted with in line with the termly reviews.

The inclusion working group tracks and monitors data through the report cycle system. This enables us to highlight any areas of underachievement within SEND and put into place the necessary support through our strong intervention package.

How we involve pupils and parents in consultations

The academy aims to work in partnerships with parents and carers in line with the recommendations in the SEND Code of Practice. We will work to enable and empower parents and pupils to ensure that they have a voice. We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:



- Everyone develops a good understanding of the pupil's areas of strength and difficulty,
- We take into account the parents' concerns,
- Everyone understands the agreed outcomes sought for the child,
- Everyone is clear on what the next steps are.

Notes of these early discussions will be added to the pupil's record and parents/carers will be invited to discuss their child's progress through telephone reviews or in person.

Parents are informed of their child's progress throughout the year through parents' evenings and report cycles. If a form tutor or year leader has concerns about a child, they will contact the parents to arrange a meeting or have a discussion. The vast majority of subjects hold regular assessment points as part of their monitoring and tracking of progress. These enable us to frequently review young peoples' progress towards their outcomes.

If a child has an EHCP, MSP or School Support Plan, parents will also be invited to a review. During this, progress will be discussed and parents and pupils have the opportunity to contribute to the review.

Outcomes for an EHCP will be reviewed in line with the Local Authority guidance. The review process will also include the views of parents/carers as well as pupils.

Arrangements for assessing and reviewing pupils progress towards outcomes

We will follow the graduated approach and the four-part cycle of assess, plan, do, review. The class or subject teacher, or pastoral lead will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- Teachers' assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' 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.
- The assessment will be reviewed regularly.

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.



High quality teaching with adaptations for groups of/individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. All teachers are expected to use the individual SEND student information made available to them to inform the planning and delivery of lessons. This includes EHCPs, MSPs, Pupil Profiles, diagnostic data and professionals' reports.

Arrangements for transition

Pupils will be supported through the transition phases in years 5/6, 9 and 11.

In Years 5/6 our SENCO/Deputy SENCO will endeavour to attend annual reviews at the primary schools to support parents and pupils with the transition process and enable them to make the right decision about provision for their child.

All pupils are supported to make their choices when moving from KS3 to KS4 where parents are also invited in for an options evening, in addition to a parents evening. The SENCO is also on hand on these evenings to address any concerns/queries.

We offer and facilitate taster days to colleges and post 16 provisions. Colleagues from further education are invited to attend the reviews for children in year 11.

Throughout the curriculum there is a focus on careers and personal development to support pupils to be ambitious about their next steps; whether this be in higher education, employment, independent living or participation in society.

Academy approach to teaching pupils with SEN

Castleford Academy employ a graduated approach to meeting pupil's needs through waves:

Wave one – Quality first teaching

We have high expectations for all pupils and we expect staff to plan accordingly for the needs of all pupils in their classes, so that no pupil is left behind. Staff are trained about strategies to support pupils around the 4 areas of need and in adaptive teaching approaches, the priority is quality first teaching. We consider cognitive science theory to inform planning, this helps to ensure pupils do not suffer from information overload and means that they frequently revisit key concepts. This allows them to be able to remember more, and do more, over time and therefore become successful learners.

In class, the classroom teacher will help to support pupils with both homework and class work through explicit instruction. Work will be adapted in line with our teaching and learning policy so that all pupils can access the curriculum. In some lessons, some pupils



may find they also have support from an LSA. This will be in line with the child's needs and recommendation from our SENCO.

Wave two – Small group or individual additional intervention depending on type of need

Some examples below:

- Literacy programme used to develop reading and comprehension skills.
- Where appropriate, small group and 1:1 support or specialist programmes including developing skills to manage anxiety, self-management understanding spoken language, expressive language, Social Stories and social skills.
- Intensive pastoral support for those that need it from Form Tutors, Learning Mentors, School Counsellor, Educational Psychologist, Parent Partnership, School Nurse and Pastoral Team.
- Risk Assessments, Personal Evacuation Plans and Health Care Plans in place where appropriate.
- Targeted Emotional Literacy assessments and intervention
- Access to a broad range of external support agencies including Future in Mind, CAHMS, BEAM.
- School Nursing Service and medical room available in school.
- Provision such as lift passes, toilet passes, leaving lesson early passes etc. in place where appropriate.
- Modified papers for lessons and examinations- where required e.g. colour of paper, size of font.
- Where required, appropriate resources such as magnifiers used in lessons for specific students that need this.
- Referrals to outside professionals including: Speech & Language Therapists, Educational Psychologist and WIDSENDSS (CIAT, LSS, SEMH) for assessment and interventions- including advice on internal support programmes, classroom strategies and suitable resources.

Wave three – Use of additional funding Including top up funding

Some examples below:

- Personalised programmes with external professional input for those that need it.
- Offsite provision such as hospital schooling or accessing specialist support.
- Educational Psychologist



How we adapt the curriculum and learning environment

All pupils have access to a broad and balanced curriculum and staff adapt their teaching and resources (as discussed above) to ensure that all pupils are able to access this provision and individual needs are met.

In addition, pupils may have access to specialist equipment and resources to ensure they are able to engage in the activities of the school. Such resources may be, but not limited to, the use of coloured overlays, laptops, visual timetables or specialised chairs.

We adapt our deployment of staff so key groups get a reduced number of teachers and rooms, to aid with the transition from KS2 to KS3.

In addition, if we think a child may need extra help in exams, we can test for access arrangements. This is in line with the exam board specifications and we cannot guarantee that all pupils will be given access arrangements following this test.

Work may also be adapted in the following ways:

- Considering grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Use of key words and literacy resources.

Expertise and training of staff to support pupil with SEN

At Castleford Academy there is extensive CPD opportunities that are available for staff at all levels. This is focused on strengthening the progress of all pupils, especially those with SEN. Each year we identify and prioritise key areas which all staff CPD is planned around. For 2024-25 these areas were:

1. The Power of Language

Staff had half termly CPD sessions on key areas, including; the use of formal language in lessons, the use of Frayer models to aid pupils understanding of key words and the use of oracy to develop confidence. Subjects focused on tier 3 vocabulary within their own subject areas to ensure teaching of this was explicit. Further work was done around reading with the introduction of form time reading and using the read through me strategies.

2. Adaptive Teaching

Staff continued to receive training on the 4 areas of need and strategies to support such pupils. There was an INSET day dedicated to building successful relationships to enhance our adaptive teaching strategies (using an external key



speaker). There were regular reminders and targeted CPD about our 'Know who, know how' approach to the identification and support of SEN pupils based on the 2023-4 evaluation from observations.

LSAs receive a programme of training throughout the year to promote independence with individual pupils. This is led by Jane Hayden (SENCO) and the education psychology service. All LSAs are invited to attend the INSET days and many take up this offer.

Teaching staff receive ongoing CPD on the different types of needs, teaching strategies and effective use of LSAs in lessons. Information on individual students and their needs is shared with colleagues through a pupil profile that is available on Arbour.

Staff CPD for 2025-26 will continue to focus on the key areas identified through our robust quality assurance processes, to ensure the highest standards and outcomes for all pupils.

How we evaluate the effectiveness of our provision

The school evaluates the effectiveness of its provision against school and national targets, academic progress, pastoral need and short-term outcomes within an EHCP or MSP/SSP. We review the impact of interventions and the progress pupils make over time. This is conducted alongside consultation with pupils, parents and stakeholders. Our inclusion working group reviews provision frequently making changes and adapting where necessary. This is reported to the senior leadership team and governors.

All our pupils are asked to complete a survey once per academic year. Within this survey, the opportunity is given for pupils to comment on how effective the provision has been. This survey is also available to parents and colleagues.

Use of data from the sources mentioned above as well as lesson visits and observations, feedback from internal and external reviews are all used to inform the evaluation of SEND provision.

How pupils with SEN are enabled to engage in activities with pupils who do not have SEN

At Castleford Academy we encourage the inclusion of all pupils in all aspects of school life. All pupils are in a form group that is mixed ability and meet each morning for 30 minutes. Pupils access the year group areas for their year group at break and dinner times and are free to mix with their peers. Some pupils may be given social time support by an LSA to ensure they are supported to cope with this.



All pupils are encouraged to attend extra-curricular activities and trips and these are accessible to all pupils, where additional support may be required this is put in place to ensure SEN need is not a barrier to engagement.

All our personal development days are done in form groups so pupils once again get to spend time in mixed ability groups.

At KS4 many of the option groups are mixed ability.

How we support the emotional and social development of pupils with SEN

Emotional and Social development is supported through our pastoral support systems. Step Up resource base is made available to all pupils within the Academy. Pupils can access this through referrals from Year Leaders on a short- and long-term basis. Step Up provides a range of emotional and social development support including anger management, one to one mentoring and small group work. Emergency referrals can be made if needed.

LSAs also provide mentoring for all pupils with an EHCP/My Support Plan. In addition, all pupils at Key Stage four are allocated a mentor through assertive or offsite mentoring.

Pupils may also be supported through a pupil profile that will be created by the SENCO.

Pupils in the Y7 transition group are supported with smaller class sizes in order to develop confidence and self-esteem through developing positive relationships with peers and staff.

Working with external agencies

The Academy will aim to work with external agencies where appropriate. This will be done through the referral process depending on the needs of the pupil and the resources available. In addition, a planning meeting will also be held where advice on individual students and individual services can be sought.

We work with the following agencies to provide support for pupils with SEN:

- Deaf base @ Castleford Academy
- Learning Support Service
- SENSS
- CIAT



- VI and HI Team
- NHS Physiotherapy
- Future in Mind
- CAMHS
- SENART
- Social Services
- West Yorkshire Police
- Occupational Therapy
- School Nursing Team

Handling complaints from parents of pupils with SEN

Wherever possible, we ask that parents remain in close contact with the Academy in order to resolve any concerns quickly and effectively. Contact can be made through the SENCO or Year leader. However, in the rare case that we cannot resolve the issue, any complaints must be addressed through the complaints policy on our website or the Local Authority.

You can also use help from Family Action be contacted by email:

wesail@family-action.org.uk