

Caslon Primary Community School, Beecher Bear Daycare and Nursery, Beech Tree SEMH Base and Tree Acre Early Years Inclusion Hub

SEND INFORMATION REPORT 2026

Contents:

- 1 The kinds of SEND that are provided for
- 2 Identifying pupils with SEND and assessing their needs
- 3 Consulting and involving pupils and Parents/carers
- 4 Assessing and reviewing pupils' progress towards outcomes
- 5 Supporting pupil in the Early Years
- 6 Supporting pupils moving between phases and preparing for adulthood
- 7 Our approach to teaching pupils with SEND
- 8 Adaptations to the curriculum and learning environment
- 9 Additional support for learning
- 10 Expertise and training of staff
- 11 Evaluating the effectiveness of SEND provision
- 12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND
- 13 Support for improving social, emotional and mental health
- 14 Working with other agencies
- 15 Support and advice for Parents/carers
- 16 Complaints about SEND provision
- 17 The local authority local offer
- 18 SENDCO details

This SEND Information Report explains how Caslon Primary Community School, Beecher Bear Daycare and Nursery, Beech Tree SEMH Base and Tree Acre Early Years Inclusion Hub support children and young people with Special Educational Needs and Disabilities (SEND). It has been written in line with the SEND Code of Practice (2015), the Children and Families Act 2014 and the Equality Act 2010, and reflects current guidance and best practice for 2026.

1 The kinds of SEND that are provided for

Our school currently provides additional and/or adapted provision for a range of needs, including:

- Communication and interaction, for example, Autistic Spectrum Condition, speech and language difficulties
- Cognition and learning, for example, moderate learning difficulty and specific learning difficulties such as dyslexia, dyscalculia and developmental co-ordination disorder
- Social, emotional and mental health difficulties, for example, attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD), attachment disorder. This may also include other underlying mental health difficulties.
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy, specific medical needs.

2 Identifying pupils with SEND and assessing their needs

All pupils are assessed on entry to our settings to establish their current skills and levels of attainment. Teachers regularly assess progress and identify pupils whose progress is significantly slower than expected, who are not maintaining their previous rate of progress, or where attainment gaps are not closing over time. Identification may also relate to progress in social, emotional or behavioural development. Slow progress or low attainment alone does not automatically indicate SEND. Decisions are made collaboratively, starting with desired outcomes and taking into account teacher assessments, school data, pupil voice, parental views and, where appropriate, advice from external professionals.

3 Consulting and involving pupils and Parents/carers

Parents/carers are welcome to voice any concerns that they have regarding their child's learning at the first available opportunity. The sooner we recognise that a pupil may be having difficulties, the quicker actions can be taken to minimize the impact in later childhood.

Class teachers may also share with parents/carers any areas of concern and in discussion together with the child where appropriate, agreement will be sought for actions which can be taken to provide some initial support.

Where concerns remain following initial steps taken by parent and class teacher, the SENDCO will become involved to offer advice and support. In Early Years, an individual SEND Learning Plan may be implemented to show that the graduated approach is being followed. This will be based on the concerns with clear actions and a timeline for review.

Throughout the rest of the school, Learning Plans will be reviewed termly ensuring that at all levels of need, a pupil with SEND receives the appropriate and effective additional support in the classroom and by having relevant group or one-to-one interventions provided for them.

Parents/carers whose children receive SEND support (that which is different and/or additional to their peers) will be invited to book Parents/Carers Evening slots with the SENDCO in addition to their child's class teacher. This facilitates a more in-depth dialogue around the needs and progress of pupils with SEND between class teachers and parents/carers.

The parents/carers of pupils who are assessed by Dudley's Learning Support Service will be invited to an initial feedback meeting with the specialist teacher. Following on from those, the parents/carers will be offered the opportunity to meet with the SENDCO every other term to receive feedback on their child's follow-up reviews with the specialist teachers.

We highly recommend that parents/carers attend these meetings as some of the tests carried out and the language used can be hard to understand therefore the opportunity to explain these reports fully is highly valuable. This is also a key opportunity for parents/carers, class teacher, pupil and SENDCO to plan next steps and supportive actions for which we are all responsible. Where a parent/carer does not attend these meetings, copies of the Learning Support Service Reports will be sent out confidentially.

In order to ensure that we are gathering pupil views, at the end of each cycle of intervention, pupils will complete a 'pupil voice' document which asks their interests, likes/dislikes, preferences for the kind of support they receive, progress that they know they have made and areas they still feel need to be developed. This may be completed through informal conversation and shared with the SENDCO.

At the start of each term, as new provision begins, parents/carers whose pupils receive SEND support in the form of group or one-to-one interventions will receive an Learning Plan communicating what interventions the pupil will receive during that term and the impact of those in the term previous.

4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach; the four-part cycle of **assess, plan, do, review**. **Assess** – identify and carry out specific tests and observations to identify the exact area of need

Plan – develop a plan of action for how the pupil can be supported at a range of different levels if necessary. What accelerated progress is expected?

Do – put the planned actions into place with accurate and precise record keeping and high quality delivery.

Review – look at the progress the pupil has made in response to the actions taken, evaluate the effectiveness of these. What accelerated progress has the pupil made? Begin the cycle again if needed.

The class teacher will work with the SENDCO to carry out a clear analysis of a pupil's needs.

This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress, 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/carers
- The pupil's own views
- Data from school-based assessment tools, if relevant.
- Advice from external support services, if relevant

The assessment will be reviewed at least termly and will take the form of an learning Plan. Where targets are considered appropriate, they may be maintained for more than one term until achieved but provisions may be altered to facilitate success.

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.

5 Supporting pupils in the Early Years

Our Early Years department includes Beecher Bear Daycare, Nursery , Tree Acre Early Years Inclusion Hub and Reception. For pupils in Reception, the procedures for identifying and supporting those with SEND are explained in the rest of this document. For Tree Acre, children will have already been identified as having additional needs by a health visitor or IEYS. They will be offered a place identified through the IEYS who are based at the LA dependent on their needs. If additional assessment or paperwork needs to be completed, this will be done following the same procedure for children in Beecher Bear.

For pupils in Beecher Bear Daycare, Nursery and Tree Acre, the approach to identifying SEND needs has some differences. For some pupils, specific needs may have been identified by Health Visitors prior to the pupils starting in our provision. Health Visitors may already have made referrals to Speech and Language or other professionals. Where this is the case, advice from those professionals will be gathered and a Support Plan put in place for the individual pupils. These will be done in consultation with Parents/carers and are reviewed termly.

Where a possible SEND is identified when a child is in Daycare or Nursery, initially the school SENDCo will be invited to observe the child. Once an observation has been made and concerns discussed between staff and Parents/carers, referrals can be made to the Integrated Early Years Service (IEYS). This may lead to a process of observation for a pupil by a specialist in identifying special needs in those below Reception age.

Following the advice of these professionals and taking into account staff knowledge of the needs of each pupil, a Learning Plan will be put in place to evidence the graduated approach

(See section 5.4). The pupil will continue to be monitored by IEYS throughout their time in Tree Acre, Daycare and/or Nursery.

For pupils attending Tree Acre Early Years Hub, they may already have identified SEND needs and the SENDCo will work closely with Parents/carers and those professionals already involved in order to ensure that the needs of the child are well met and to take the appropriate next steps such as application for an Education and Health Care Needs Assessment.

There are additional streams of funding available for pupils in the Early Years which the SENDCo may apply for. These cover pupils with emerging needs through to complex needs. The use of this funding will be discussed with Parents/carers in order to best meet the individual needs of each pupil.

Where it is evident that a child may benefit from a higher level of support, an Education Health Care Plan may be applied for at this stage.

6 Supporting pupils moving between phases and preparing for adulthood

It is important that every child gets a smooth transition into a new phase of education, even more so for those pupils with SEND. Whether the transition is into a different Primary school, going into Reception from our Nursery or starting at Secondary school, all change can be daunting.

It is our priority to make these transitions as smooth as possible and to the best that we can to ensure that new settings are equipped with the information they need to meet the needs of their new pupils. We will share all up-to-date and appropriate historic SEND documents and records with new settings.

When a pupil in the Early Years receives SEND Support or has an Education, Health and Care Plan, professionals from the current setting may have a meeting with the receiving setting at which relevant information will be shared, after agreeing with parents/carers the information to be shared as part of this process.

When a pupil in Year 5 has an Education, Health and Care Plan, parents/carers and professionals will carry out a transition review. This will be carried out in the summer term with a view to ensuring that the current EHC plan is 'fit for purpose' with the child's Secondary School needs in mind. This information can then be shared with the receiving school or those being consulted for a place. Information regarding pupils with SEND support will be shared with Secondary Schools with parental agreement.

A transition program is delivered as standard during the summer term of Year 6 for all pupils. Where it is deemed appropriate, a bespoke transition can be arranged to meet the needs of individuals with SEND. As part of this process we may hold a meeting with parents/carers, pupil, SENDCo and class teacher along with the SENDCo and other professionals from the receiving setting. Professionals working with the child, such as Communication, Interaction, Physical and Sensory Advisory ASC Team, may also be requested to support with transition.

For pupils attending Beech Tree SEMH provision, a transition process is in place prior to a new pupil starting which includes the Headteacher visiting the pupil in their current setting followed by an invitation for the new pupil and parents/carers to visit Beech Tree as part of the consultation process if deemed suitable. Once a place has been confirmed, a tailored transition plan will be put in place to support individuals to build up their attendance in a manner that is appropriate for them and their needs.

7 Our approach to teaching pupils with SEND

We endeavour to ensure that every pupil gets the very best support that they need with a view to every child being able to achieve their best to become confident individuals. Teachers are responsible and accountable for the progress and development of all the pupils in their class.

Quality first teaching is our first step in responding to pupils who have SEND. This will be evident in work provided that has been adapted for individual pupils or groups and may involve providing pupils with additional working time, personalised resources or other strategies to support them to access learning to the best of their ability.

On a termly basis, following assessments of individual progress and needs, class teachers will plan for additional support, alternative strategies and/or provision which will be implemented within the classroom to support pupils to access the curriculum fully. This is recorded in a child's Learning Plan. These are reviewed each term, and strategies may be continued or adapted depending on the progress made. Pupils who have such adaptation and resources may not require SEND support but may be lower attainers and other pupils may also benefit from some additional strategies.

When a pupil needs support, above and beyond what is available in the Ordinarily Available Inclusive Provision, in discussion with parents/carers, the school may carry out internal assessments with appropriate tools. These may enable the school to provide targeted support, which will be reviewed termly as part of the graduated approach. If a pupil's progress following such intervention fails to close the attainment gap, parental consent will be sought to make a referral for further assessment or observation from specialist professionals such as an Educational Psychologist, Speech and Language Therapist, Occupational therapist, Child and Adolescent Mental Health Services (CAMHS). The SENDCo may advise parents/carers to see a GP to seek a referral to specialist services which must be accessed via health services.

In addition, evidence based, high-quality interventions may be implemented for at least one term to accelerate a pupil's learning progress. Depending on the needs, these interventions may be in the form of one-to-one sessions with a Teaching Assistant (TA), small group activities, online programs or apps, being part of a friendship group and many more. The pupil's level of ability will be assessed at the start of the intervention and again at the end to measure progress and the impact of the intervention upon the child. Further details of the range of interventions on offer are available on request.

Some pupils will have SEND needs which may require a higher level of support. This may mean that a child needs additional support for much of the school day as part of a small group or by having a program of provision that is tailored to their individual needs. Where a child's needs are such, and with the appropriate involvement of all relevant professionals, the SENDCo may apply for an Education and Health Care Needs Assessment (ECHNA). Should an EHC Plan be awarded for the child, it is at the discretion of the school Headteacher and SENDCo to determine how the child's needs will be met within any EHC Plan. This does not entitle a child to one-to-one provision unless specifically stated in their plan.

A formal annual review of the EHC Plan will be carried out annually to ensure targets are appropriate and whether it is necessary that the plan continue or cease. These will ideally involve all those medically and educationally involved with the pupil to attend or at least provide an up-to-date progress report. The ultimate aim of an EHC Plan is to support a child to become more skilled and independent with the intention that they will eventually no longer require a plan.

Exceptions to this apply for pupils in Early Years who have an EHC Plan as there will be formal reviews every six months and/or where an EHC Plan needs urgent review where it is deemed to no longer be suitable in which case an Emergency Review may be called.

The school is accessible to parents/carers and children with disabilities. The school is mostly on one level with a ramp providing access from lower ground level to upper ground level. A disabled toilet facility is permanently available for access and use in our

Upper Key stage 2 corridor and our main foyer area. There are also allocated parking bays for the disabled on the main school car park.

It may be that the needs of the pupil with SEND mean that additional plans need to be in place such as a Health Care Plan, Personal Emergency Evacuation Plan and specific risk assessments. These will be completed by the SENDCo in discussion with class teacher and parents/carers. They also need to be submitted to **Communication, Interaction, Physical and Sensory Advisory Service (CIPS)**. These documents will be reviewed annually or more regularly if there are changes to a pupil's condition and needs.

8 Adaptations to the curriculum and learning environment

The individual needs of each pupil with SEND are considered by class teachers in their planning where they show how they will meet their needs in their own classrooms. The following are examples of just some of the adaptations we make to support pupils with SEND:

- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, scaffolding for tasks, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Personalised resources and aids may be available for pupils to use in their classrooms as well as in their interventions
- Core Curriculum displays in classrooms are in the form of 'working wall's' which ensure that everything on display links to current work and provides prompts and reminders which benefit all pupils.
- We provide a highly adapted phonics curriculum and pupils will continue to access these groups for as long as is needed. As with other interventions, these groups are reviewed termly.
- Where appropriate, learning stations may be set up within classrooms to support delivery of individualised curriculum.
- Classroom should all display a visual timetable to ensure that pupils with SEND understand what will be happening next. This will be explained each morning and afternoon by the class teacher. Some individuals will have a 'now and next' prompt displayed on their table.
- Where pupils are in year groups facing SATs testing, those with SEND may be considered for Access Arrangements such as additional time, a reader, a scribe. Whatever arrangement is requested must have been recommended by a specialist professional involved with the pupil and be part of normal classroom practice for that pupil.
- The deployment of support staff is based on the needs of individuals and classes. The senior leadership team will consider where pupils most need support and which TAs are best skilled to provide that support.

9 Additional support for learning

We have a team of Teaching Assistants (TA) who are trained to deliver interventions. Interventions may be delivered within a classroom or if of benefit, a pupil may be withdrawn from the lessons to undertake additional learning with a TA, external professional or a teacher. This is planned for termly.

Additional support may be in many forms such as dictionaries, notebooks, additional verbal reminders, frames to support learning tasks, visual aids and so on. All pupils are expected to work independently to the best of their ability. Class teachers may use their own discretion to deploy support staff within their own classrooms for 1:1 work and/or group work. Where teaching assistants are there to support, their purpose is to encourage each SEND pupil to be as independent as possible in making progress.

Expertise from the following agencies provides school staff with guidance to best support pupils with SEN:

- Integrated Early Years Services
- Dudley Learning Support Services
- Dudley Educational Psychology Service
- Speech and Language Therapy - Including Happy Talkers
- Child and Adolescent Mental Health Services
- Communication, Interaction, Physical and Sensory Advisory Service
- Hearing Impairment Service
- Visual Impairment Service

10 Expertise and training of staff

The school SENDCO, Miss Garrett, has achieved the National Award for Special Educational Needs Coordination.

The staff throughout the setting receive training in SEND at three different levels; awareness, enhanced and specialist. All teaching staff and support staff are trained through staff meetings, inset days and online training at an awareness level to apply the SEND Code of Practice 2014, to understand the areas of special educational need and how they can support pupils with SEND in their classrooms. The school's SENDCo plans and delivers this level of training.

Enhanced training is delivered by the SENDCo and specialist colleagues from services such as health, speech and language, learning support, and others. Where staff members have been identified for specific training, it is always sought from a reputable external organisation. Elements of the training received by such staff may be shared with colleagues at the awareness level of training.

Specialist training will be provided for staff where a higher level of training is needed for that staff member to be able to meet the needs of individual pupils with SEND. Staff may receive specialist training to deliver a specific evidence-based intervention correctly and/or to develop their skills in a specific area of SEND such as Dyslexia, Autistic Spectrum Condition, Speech and Language. These staff members may then advise colleagues in the school to ensure appropriate support for those pupils with the relevant SEND needs.

11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 10 weeks
- Gathering pupil views
- Annually gathering parent views
- Monitoring of intervention data by the SENDCo
- Using and reviewing provision maps
- Holding annual reviews for pupils with EHC plans
- Termly pupil progress meetings

12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEN

All extra-curricular activities and school visits are available to all our pupils, including all of our before-and after-school clubs (where Dudley Home 2 School Transport is involved, approval has to be sought for altering start and/or finish time).

Opportunities to be involved in school roles such as School Council, Head Boy and Head Girl, House Captains and Subject specific Ambassadors are offered to all pupils equally. Consideration is taken into how pupils may apply for such positions so that each pupil is able to show their own strengths.

All pupils are encouraged to go on class trips and residential. To support pupils with SEND to access all the above, meetings may be held with Parents/carers to ensure that individual risk assessments are in place, and any appropriate adaptations have been considered where necessary. All pupils are encouraged to take part in sports day/school performances/special workshops, etc.

No pupil is ever excluded from taking part in any activity because of their SEN or disability. On the rare occasion that a parent does not feel confident for their child with SEND to take part in a particular activity, we encourage a dialogue between parents/carers and school staff to understand the concerns of the parents/carers and to come to the best decision for the pupil collaboratively.

13 Support for improving social, emotional and mental health.

We pride ourselves on the long-established support we provide for pupils with social, emotional and mental health needs. Learning Mentors have long been priority staff members and provide valuable support to pupils and advice to all colleagues.

The school Learning Mentors work directly with individuals who have identified SEMH needs, be these long-term or because of something that happens in the life of a child while they are at Caslon, Beech Tree or Tree Acre. The school mentors also have a program of small groups and individual interventions which are carried out weekly in 'The Hive'. As with all other SEND needs, progress within these interventions is monitored and reviewed at least termly.

Pupils are encouraged to use 'worry boxes' to communicate their concerns if they prefer not to speak directly to an adult. These worry boxes are in the corridors directly outside classroom doors with forms for pupils to fill in with their concerns. These are collected by monitors in Year 6 and the learning mentor who will then share them to ensure that individual's concerns are dealt with swiftly and sensitively.

Social stories can be a valuable tool in supporting pupils with SEMH to talk about events and feelings from the perspective of the third person. These may be used by teachers, TAs and Learning Mentors to support pupils to express themselves where they may otherwise find it difficult.

Please also refer to the school Anti-Bullying Policy.

14 Working with other agencies

Section 8 refers to the external agencies and specialist colleagues that we most regularly work with. These colleagues will provide advice for parents/carers upon request, contained in their reports.

Where a pupil has been referred to health and other support services, school will work to support those professionals as much as possible and provide supporting documents when they are required. This will particularly be in the process of a child with significant SEND seeking a specific diagnosis, which cannot be provided by the school or by the specialist services involved with school.

15 Support and advice for Parents/carers

Parents/carers can find information on our website, demonstrating the type of support their child may receive if they are considered to have additional needs. (See Appendix 1.)

) In addition to the processes previously covered in paragraph 5.3, Parents/carers may also seek additional support and information through the following sources:

Dudley [SENDIASS](#) provide a range of information, legally based advice and support to help parents/carers, children and young people on all matters relating to Special Educational Needs and Disabilities (SEND). They are there to help parents/carers make informed choices and enable parents/carers to play an active role in their child's education.

Other websites to support parents/carers are;

[Independent Provider of Special Educational Advice](#) - offers free and independent legally based information, advice and support to help get the right education for children and young people with all kinds of special educational needs and disabilities (SEND).

We also provide [training](#) on the SEND legal framework to parents/carers, professionals and other organisations.

[Family Lives - We Build Better family Lives Together](#)- Information, advice and guidance for Parents/carers of children and young people with Special Educational Needs (SEN), disabilities or additional needs.

[SOS SEN](#) - Offers a free, friendly, independent and confidential telephone helpline for Parents/carers and others looking for information and advice on Special Educational Needs and Disability (SEND).

[The Information, Advice and Support Services Network](#) - This service can give information, advice and support on:

- Schools, college or training
- Getting the right healthcare
- Getting the right support at home, school or in the workplace

Advice for specific areas of need can be obtained from the school SENDCo, Miss Garrett.

16 Complaints about SEND provision

Complaints about SEN provision in our school should be made to the class teacher/SENDCO/headteacher in the first instance. In the event that a complaint cannot be resolved, the school complaints policy should be followed. This can be found on the school website.

The Parents/carers of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

17 The local authority local offer

The [Local Offer](#) is Dudley Local Authority's publication of all services available to support children with SEND and their families in the area. It gives information for parents/carers about how to access their services in their area and what they can expect from those services.

Dudley's aim is to help Parents/carers to make informed, positive choices and decisions by bringing together the range of services and support on offer across Dudley Borough, including details on how to access them. There is a wealth of information on areas such as education, health and social care, training and employment, leisure and support to prepare you for adulthood.

Dudley's Local Offer includes information and services for children and young people with the most complex of needs and with an Education Health and Care Plan (EHCP), as well as children and young people who have less complex needs but their additional needs mean they require Special Educational Needs (SEN) support.

School SENDCO Details:

Miss D Garrett

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"This policy adheres to the principles under data protection law. For further information please review the school's data protection policy published on the school's website"



Parent Information

Supporting our pupils

At Caslon we have a universal offer that ensures all our pupils receive the support they need to thrive and make progress at school.

Adaptations for pupils with additional needs

Pupils with additional needs fall into four key areas of educational needs. These are Communication and Social Interaction, Cognition and Learning, Social, Emotional and Mental Health and Sensory and/or Physical Needs.

Support for pupils varies on the area of need that their difficulties fall into. Below is a list of some of the adaptations that may be made available to support your child if they are identified as having an additional need/s.

Communication and Social Interaction	Cognition and Learning	Social, Emotional and Mental Health	Sensory and/or Physical Needs
• Pre-teach vocabulary • Non-ambiguous language • Short, concise instructions • Time to process vocabulary • Real objects to support understanding • Use of Makaton signs and symbols • Space for jottings of ideas • Objects of reference • Picture/symbol cards	• Provide worked examples • Vocabulary prompts • Recording devices to record ideas orally • Working Walls to support memory and recall • Symbols, images and objects to support understanding • Working peer to support • Video sources to support learning • 'Read to Me' or Immersive Reader features to support reading skills • Scaffolds for writing • Word processing to support writing • Additional time to complete tasks • Chunked learning tasks	• Sensory breaks • Movement breaks • Concentration Aids • Access to breakout spaces • Access to Calm corners • Clear concise instructions • Consistent expectations to manage anxieties • Pre-warning of any changes to 'the norm' • Visual timetables to help process the day ahead • Adult modelling during social time • <u>Prior warning</u> of when they will be asked to contribute verbally • Organisational support of classroom equipment • Social Stories • Restorative conversations • Emotion Coaching	• Enlarged texts • Ear defenders • Chewellery • Headphones • Additional time to complete tasks • Gloves for handling resources if necessary • Removal of resources that may smell different • Dark tent • Sensory audits • Tinted overlays/paper • Mobility aids • Pencil grips, • Seating position within the classroom • Move and Sit cushions