

SEND INFORMATION REPORT

SEND Information Report 2025–2026

Tall Oaks Academy Trust

Inclusion Leader/ SENDCo: Amy Willis

Reviewed: June 2025

Next Review: June 2026

Introduction

At Tall Oaks Academy Trust, we are committed to ensuring that every child receives a high-quality education, inclusive of their individual needs. At Castle Wood Academy, we are proud to host a dedicated SEND Hub that supports children with Communication & Interaction (C&I) and Cognition & Learning (C&L) needs. This report outlines how we identify, support and review provision for children with Special Educational Needs and Disabilities (SEND).

Our SEND Provision

Our school supports children with a wide range of SEND:

- **Communication & Interaction (C&I):** including speech, language and communication difficulties and autism spectrum conditions.
- **Cognition & Learning (C&L):** including moderate learning difficulties, specific learning difficulties (e.g. dyslexia) and global developmental delay.
- **Social, Emotional Mental Health (SEMH):** including disorders such as Attention Deficit Disorder, Attention Deficit Hyperactive Disorder or attachment disorder. Children may have immature social skills and may find it difficult to make and sustain healthy relationships.
- **Physical & Sensory (P&S):** including physical disabilities which prevents or hinders them from making use of the educational facilities generally provided for example, a visual or hearing impairment.

We do this through:

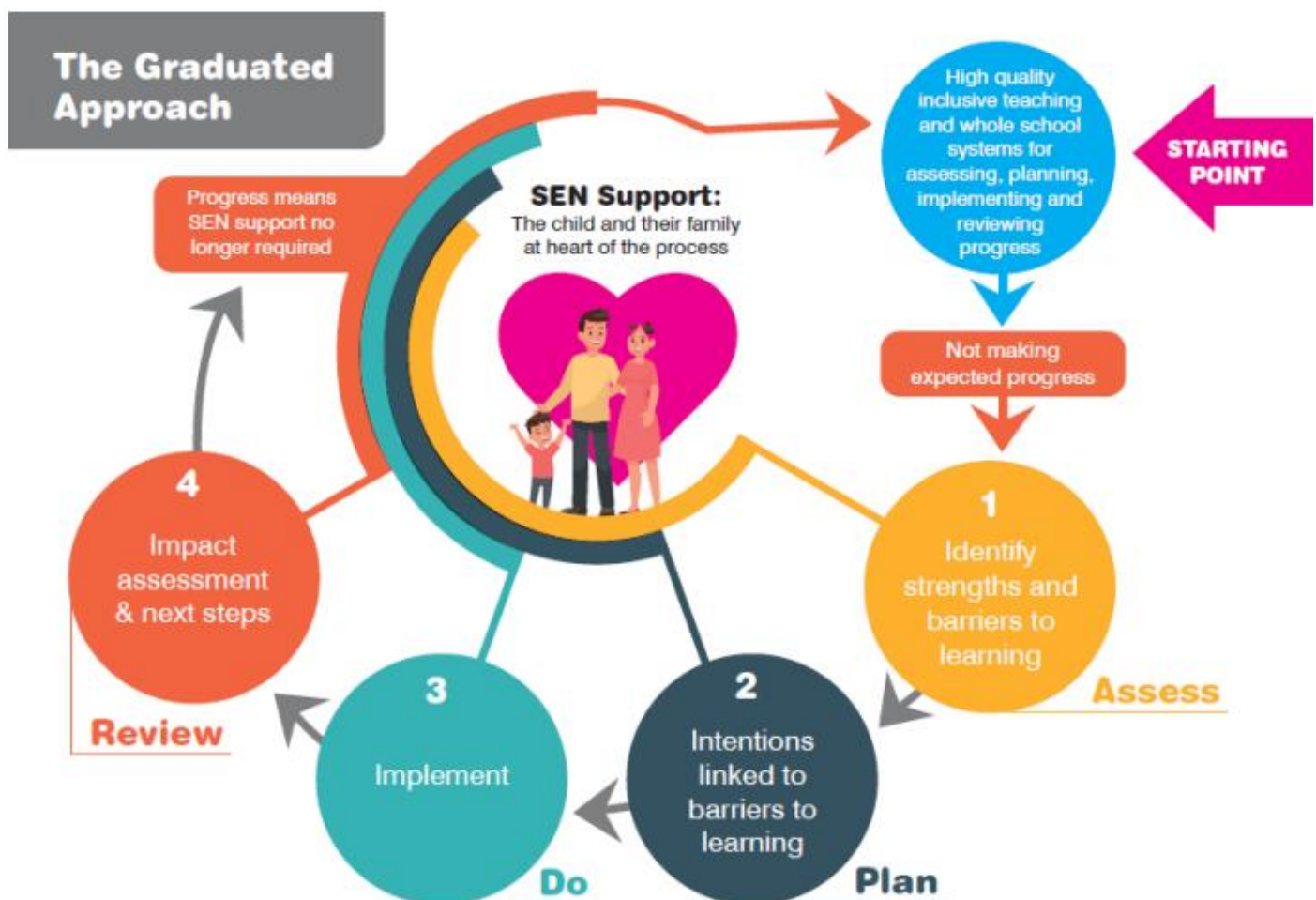
- Inclusion and adaptations in mainstream classes where appropriate, supported by individual or small group interventions.
- A **specialist SEND Hub** at Castle Wood Academy with trained staff and tailored resources.

Identification of Needs

Examples of how we identify children with SEND are:

- Observations and assessments by class teachers and the SENDCo.
- Concerns raised by parents/carers or external professionals.
- Standardised assessments and data tracking.
- Early Years Foundation Stage Profile, phonics screening, and national curriculum progress tracking.

We follow the Graduated Response model of Assess → Plan → Do → Review.



The SEND Hub

The SEND Hub at Castle Wood Academy offers:

- A quiet, nurturing environment for small group or individual work.
- Support for developing communication, language, social interaction, English and Maths.
- Speech and Language Therapy input (in partnership with external services).
- Structured learning using visual timetables and Makaton as needed.
- A focus on emotional well-being and structured routines.

Staff in the Hub include:

- A qualified teacher
- Qualified teaching assistants with expertise in C&I and C&L.
- Ongoing CPD for all staff in areas such as autism, dyslexia and adaptive teaching.

Support and Intervention

We provide:

- Adapted learning in all classrooms.
- Interventions such as: precision teaching, phonics boosters and social stories.
- Access to assistive technology and multi-sensory resources.
- 1:1 or small group support based on individual needs.
- Individual Graduated Approach Plans (IGAPs) for pupils on the SEND register.

Evaluating the Effectiveness of SEND provision

Class teachers continually assess each child's strengths and needs through daily

‘Assessment for Learning’.

Termly pupil progress meetings are held.

SEND targets (IGAPs) are reviewed six times a year.

Children with EHCPs have their plan reviewed annually.

Inclusion of pupils with SEN in activities and trips.

All pupils, including those with SEN, are encouraged to take part in extracurricular, trips and enrichment activities.

Support for pastoral, social and emotional development.

Pastoral Care is the support for a child’s personal needs or concerns, not necessarily just their school work. Pastoral support can be provided via ELSA (Emotional Literacy Support Assistant) and MHST (Mental Health Support Team).

Working in Partnership

We work closely with:

- Parents/carers, through termly review meetings and open communication.
- Educational Psychologists, Speech & Language Therapists and other external professionals.
- Local authority SEND teams for pupils with or requiring an EHCP.

We ensure the voice of the child is central to all planning and decision-making.

Transition Support

We offer enhanced transition arrangements for children moving:

- Into our school (including nursery/reception and infant feeder schools).
- Between year groups.

- To secondary education.

This can include extra visits, visual supports, social stories and transition booklets.

Accessibility

Our schools are fully wheelchair accessible and we are committed to ensuring physical, curricular and communication access for all children. We make reasonable adjustments in line with the Equality Act 2010.

Training and Development

Staff receive regular training in areas such as:

- Autism and ADHD awareness.
- Speech and language strategies.
- Attachment and trauma-informed practice.
- English and maths interventions for children with learning difficulties.

Complaints

Parents who have concerns about SEN provision can follow our Trust's complaints procedure, which is available on the website.

Contact Information

Please speak to your child's class teacher first after which you can make an appointment to see:

Mrs Hames our SENDCo at Castle Wood Academy and the Castle Wood Hub
Mrs Dodsworth our SENDCo at Mercer's Wood Academy (EYFS and KS1)
Mrs Willis our Head of Inclusion/ SENDco at Mercer's Wood Academy (KS2)
Mrs Willis our Head of Inclusion/ SENDco at White's Wood Academy.

To make an appointment, please go to the school office and ask to book a meeting with the SENDCo.

Lincolnshire Local Offer

The guidance in this document has been compiled alongside the Lincolnshire Local Offer which can be found here: <https://www.lincolnshire.gov.uk/send-local-offer> This link brings together in one place everything parents need to know about SEND in Lincolnshire.