



# School Information Report 2025-26

## Special Educational Needs and Disabilities

### School mission statement for SEND

It is our ambition at Castle Batch Primary School Academy that every child with SEND reaches their full potential and can make a successful transition into higher education, training, work, and our community.

*We support and value the abilities of all our pupils. It is our duty to provide equal opportunities for every person in our care in a safe and fully equipped learning environment, which caters to the needs of every child as an individual. The school is committed to ensuring that pupils with special educational needs can fulfil their potential and achieve optimal educational outcomes.*

The most recent Ofsted report commented that.

*“Pupils with special educational needs and/or disabilities (SEND), including those in the resource base, are well supported.”*

*“Parents appreciate the open-door policy and support from the school’s SEND and pastoral team.”*

### SEND Support

Some children may start school with a clearly identified special need or disability. Other children may not display signs of a special need until later in their primary education, for example, they may struggle learning to read or have difficulty retaining information. Teachers monitor children's progress regularly and will alert families if they have any concerns about their child. This will not necessarily mean the child has a special need but it is a way of beginning a dialogue about our concerns.

Castle Batch is an inclusive school which provides education for primary (2 - 11) aged boys and girls with and without Education, Health & Care Plans (EHCPs). Castle Batch Primary School Academy educates and supports the children from our local community, and welcome applications from any parent or carer who wishes their child to attend our school. We respect and value parent/carers views and always listen to the voice of the child. The school is led by our Head Teacher **Sally Taylor**.

The school's Special Educational Needs Co-ordinator (SENDCO) is **Ruth Baltzer**

[ruth.baltzer@cbpsa.theplt.org.uk](mailto:ruth.baltzer@cbpsa.theplt.org.uk) who works to support staff in planning for the specific needs of SEND pupils. Mrs Baltzer will also work with families where a clear need has been identified or where there are concerns that a child's need is becoming a barrier to their learning.

### Speech and Language Base

We have a specialist Resource Base which is a provision for children with Speech and Language Disorders. The Speech and Language Base Manager is **Hannah Tedder**.

- The Speech and Language Base is a 20 place, specific provision that is accessed from children across North Somerset. We have a Key Stage 1 class and a Key Stage 2 class. Admission to the Speech and Language Base is through application to North Somerset Send Panel, via referral from Speech and Language Therapists. All children have an EHCP and a diagnosed speech and language disorder. In some cases, children may be exhibiting behavioural difficulties arising from frustration in acquiring appropriate language. We do not cater for children who require a higher level of 1:1 support.
- Children will have opportunities to access the National Curriculum objectives within an enquiry based curriculum, focussed on their EHCP outcomes.
- Children will develop social communication skills and develop positive peer and adult relationships in the Base and in their mainstream classes.
- Children in the Language base have weekly access to speech and language therapy.

- All learning and language is supported through Makaton signing, signs, symbols, and the modelling of activities.

If you wish to find out more about whether we can meet your child's needs, please make an appointment to come and talk with us and look around our school.

School staff can be contacted by telephone on 01934 514552 or through the school office - CBPSA Mailbox [mailbox@cbpsa.theplt.org.uk](mailto:mailbox@cbpsa.theplt.org.uk)

### Castle Batch Primary School Academy SEND profile

Across the school there are 22.1% of students with identified SEND needs

Type of support	Percentage of Students 2025
Special education needs (SEN) support	14.2
Education, health and care (EHC) plan	Total =7.9% 3.95% in the Speech and Language Resource Base 3.95% in mainstream

### Types of SEND need at Castle Batch Primary School Academy

Broad Area of Need	Need Type	Percentage of students 2025
Cognition and Learning	Dyslexia Specific difficulties in literacy Dyspraxia/DCD Global developmental delay Moderate/mild learning difficulty	7.2%
Social, Emotional and Mental Health	Attention deficit hyperactivity disorder/Attention deficit disorder Attachment difficulties/multiple ACES Anxiety disorder Obsessive compulsive disorder Tourette's syndrome Emotional difficulties Emotional and/or Conduct difficulties. Other mental health problem	7.2%
Communication and Interaction	Autistic spectrum disorder Speech and language difficulty Communication and interaction difficulty Developmental language disorder Stammer	8.9%
Sensory and/or physical	Vision impairment	0.2%

	Hearing impairment Multi-Sensory impairment Physical disability Sensory processing difficulties Cerebral Palsy	
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## **Important Links**

Trust SEND Policy:

[https://cset.co.uk/docs/policies/Special Educational Needs and Disabilities Policy.pdf](https://cset.co.uk/docs/policies/Special_Educational_Needs_and_Disabilities_Policy.pdf)

The School accessibility plan is available via the school website:

<https://primarysite-prod-sorted.s3.amazonaws.com/castlebatch/UploadedDocument/c70a2a83-18ae-445b-be0a-02cdf002bc0b/cbpsa-accessibility-plan-v5.docx.pdf>

Information on where North Somerset's Local Offer can be found: <https://n-somerset.gov.uk/my-services/children-young-people-families/send-hub-local-offer>

Support on mediation and conflict resolution

<http://nsod.nsomerset.gov.uk/kb5/northsomerset/directory/results.action?familychannel=5000&sr=50&nh=10>

SEND and you– support for families and carers - [0117 9897 725 support@sendandyou.org.uk](mailto:support@sendandyou.org.uk)

<http://nsod.nsomerset.gov.uk/kb5/northsomerset/directory/results.action?familychannel=5000&sr=50&nh=10>

The Special Education Needs Team at North Somerset contact [SEN.Team@n-somerset.gov.uk](mailto:SEN.Team@n-somerset.gov.uk)

<b>Question</b>	<b>Response</b>
<b>How does the school decide if my child needs extra help?</b>	<p>At Castle Batch Primary School, decisions about whether a child requires additional support are made through a careful and collaborative process. Teachers begin by assessing each child's progress and development within the classroom, using both formal assessments and ongoing observations over time. Where concerns arise, the class teacher will gather evidence to identify patterns in learning, behaviour, or well-being that may indicate a barrier to progress. The voice of families is a key part of this process. Parents and carers know their children best, and their insights are actively sought and valued when building a full picture of a child's needs. In addition, the school works as part of a wider team, involving the SENCO, support staff, and where appropriate, external professionals such as speech and language therapists or educational psychologists. This multiteam approach ensures that any decision is informed by a range of perspectives and expertise. If it is agreed that a child requires provision that goes beyond high-quality classroom teaching, they may be placed on</p>

	<p>the SEN register and additional strategies or interventions will be put in place. These will be carefully monitored using an assess, plan, do review process and adapted in partnership with families to ensure the best outcomes for the child.</p>
<p><b>What should I do if I think my child has Special Educational Needs?</b></p>	<p>If you have concerns about your child's learning, development, or well-being, the first step is to speak with your child's class teacher. They know your child in the classroom context and can discuss your observations alongside what they are seeing Educational Needs in school. Together, you can consider whether further assessment, adaptations, or additional support may be helpful. If more support is needed, the class teacher will involve the school's SENCO by inviting you to fill in an initial concerns form and the SENCO will then review this before going into class to observe. They can then work with you to explore your child's needs in greater depth. This may include gathering further evidence, conducting assessments, and, if appropriate, seeking advice from external professionals. At every stage, your voice as a parent or carer is valued and central to decision-making, ensuring that any support provided reflects both your child's needs and your family's perspective.</p>
<p><b>How will the school consult with me and how can I be involved in planning their support?</b></p>	<p>Parents and carers are regarded as key partners in supporting children with SEND. The school actively seeks your input when identifying needs, planning interventions, and reviewing progress. This can take place through regular meetings with your child's class teacher, informal conversations, or scheduled review meetings. When additional provision is being considered, you will be involved in discussions about the type and level of support that is most appropriate for your child. Together with the class teacher and SENCO, you can help set specific targets, suggest strategies that work well at home, and share insights into your child's strengths, interests, challenges, and barriers to learning. We do this through individual Learning Journeys or Learning Plans. The school operates a review cycle, usually three times a year, to evaluate the effectiveness of these plans and to update targets, but adjustments can be made at any time in response to your child's changing needs. We are currently in the process of changing these so they will all be online and will be emailed to you at the end of each full term. However, because we are currently trialling them, they may come a bit before the end of each term. Your ongoing involvement ensures that provision remains personalised, practical, and responsive,</p>

	helping your child to thrive both academically and socially.
<b>How will my child be involved in planning the support they will have?</b>	Children are actively involved in decisions about their own learning and support wherever possible. Age-appropriate discussions are held with your child to explore their views, preferences, and feelings about school and their learning. This helps ensure that any additional support or interventions reflect their interests, strengths, and areas where they feel they need help.
<b>How do you know if my child is making progress?</b>	The progress of all children, including those with SEND, is closely monitored through a combination of assessment, observation, and professional judgement. Teachers track academic progress using formal assessments, classwork, and ongoing observations to see how well children are developing their knowledge, skills, and understanding over time. For children receiving additional support, progress is also measured against individual targets set in consultation with parents, the child, and relevant staff. This may include specific learning targets, social or emotional targets, or outcomes linked to interventions. Regular reviews, usually three times a year, allow staff and families to evaluate whether support is effective and make any necessary adjustments. The school also considers a broader picture of progress, including engagement in learning, confidence, and independence, ensuring that your child's development is supported holistically.
<b>How will I be aware of my child's progress?</b>	Parents and carers are kept fully informed about their child's progress through a range of regular communication channels. This includes termly reviews of learning journey/ learning plans either through in person meetings or via email, where class teachers share updates on academic achievement, social development, and any additional support. Updates are also provided through parents' evenings, written school reports where detailed information about progress, highlighting strengths and areas for development and next steps are outlined. For children with SEND, additional meetings may be arranged with the SENCO or class teacher to review individual targets and discuss any changes to provision as and when required.
<b>How will the curriculum be matched to meet my child's needs?</b>	All children have access to a broad and balanced curriculum that is designed to engage, challenge, and support their learning. For children with SEND, teachers adapt the curriculum to ensure it is accessible and meets individual needs. This may include modifying tasks, providing visual supports,

	<p>breaking learning into smaller steps (chunking), or offering alternative ways to demonstrate understanding. Quality First Teaching forms the foundation of learning, with additional support layered on where needed. For some children, targeted interventions, one-to-one support, or small group work may be used to consolidate learning and develop specific skills. Teachers plan with flexibility, regularly reviewing progress and adjusting the curriculum so that each child can achieve their full potential while remaining fully included in classroom activities.</p>
<p><b>How will information about my child’s special educational needs or disability and the support they will need be communicated to staff?</b></p>	<p>At the start of the school year all class teachers meet with the new class teachers for handover meetings. We also arrange meetings between the new class teacher and parents of children with EHCP’s as well as some children on the SEN register who we feel it necessary for the families to share additional information. The SENCO will attend these meetings if requested by families of teachers. Learning Journeys/Learning plans, 1 page pupil profiles, and other documentation provide clear, accessible guidance on strategies, and resources required to support the child effectively. These documents are regularly updated to reflect changes in needs or provision, ensuring that all staff, class teachers, teaching assistants, and specialist staff—have up-to-date information to enable consistent and tailored support across the school day.</p>
<p><b>What training do teachers at Castle Batch receive about working with children with SEND?</b></p>	<p>Teachers and support staff at Castle Batch receive ongoing professional development to ensure they are confident and skilled in supporting children with SEND. Training is tailored to the specific needs of children in the school and may include whole-school sessions, small group workshops, or individual training provided by the SENCO or external professionals. Recent examples of training include Colourful Semantics, Attention Bucket strategies, How to support dysregulated children, Emotional Literacy Support Assistant (ELSA) training, and autism-specific programmes such as Making Sense of Autism (Autism Education Trust). Individual staff also receive bespoke training to meet the needs of children in their care, including support for Demand Avoidance, Makaton, LEGO Therapy, sensory processing difficulties, Precision Teaching and speech and language development. The school’s SENCO holds the National Award for SEN Coordination and provides guidance, resources, and in-house training to ensure that teaching staff have the knowledge and skills to implement effective, personalised support for all</p>

	<p>children with SEN/D. The Trust (CSET) with whom we are affiliated, have a dedicated SEND department which offers training opportunities both trust wide and individually tailored to the needs of each school.</p>
<p><b>What support outside of the classroom could my child receive?</b></p>	<p>A range of additional support is available outside the classroom to help children with SEND reach their full potential. This may include interventions such as Lego Therapy, Forest School, Emotional Literacy Support Assistant (ELSA) sessions, RWI Fast Track Phonics interventions, Reading Recovery, Nessy and speech and language therapy provided by NHS therapists and LSA's from within school who have had support from qualified Speech Therapists. This is not an exhaustive list as provision is mapped out termly to meet the needs of all learners. We also have a Nurture Room where children can go at the beginning of morning and afternoon sessions to ease them gently back into the classroom. Extra well-being check ins are also offered by mentors to children who are struggling with SEMH needs.</p> <p>The Meadow Room is an additional classroom that provides a smaller, stripped back, alternative learning space for a small amount of Reception children who find the main classroom too overwhelming at times throughout the day.</p>
<p><b>What specialist services and expertise are available at or access by the school and how do you all work together?</b></p>	<p>The school works with a variety of external professionals, including Educational Psychologists (EP), speech and language therapists, occupational therapists, physiotherapists, behaviour support teams, Enhanced Provision for Autism team, to provide targeted support tailored to individual needs. These sessions can be delivered on a one-to-one basis or in small groups, depending on what is most effective for the child. This list is not exhaustive, as the school adapts provision to meet the unique needs of each child. A Mental Health Practitioner from the North Somerset Mental Health Support Team comes into school for 1 afternoon a week to work with children and their families who have been identified as requiring support by themselves and the teachers.</p> <p>The SENCO is also a trained Senior Mental Health Lead.</p>
<p><b>How will my child be included in activities outside the classroom including extracurricular clubs and school trips?</b></p>	<p>All children are encouraged to participate fully in extracurricular activities, clubs, and school trips. The school makes reasonable adjustments to ensure that every child can take part safely and successfully. This may include additional staffing, one-to-one or small group support, pre-visits to new locations, visual guides, social stories, and any specialised equipment needed. Risk assessments</p>

	<p>are conducted to ensure the safety of all children while allowing them to engage in the full range of experiences the school offers. The aim is to provide inclusive opportunities that promote confidence, social interaction, and enjoyment for everyone.</p>
<p><b>How accessible is the school environment?</b></p>	<p>Castle Batch is accessible to all children and visitors. All classrooms are located on the ground floor. The outdoor areas are all flat and there are ramps to the outside buildings. There is a disabled toilet and specialist equipment can be sourced if required for an individual child, given sufficient notice. These measures ensure that children with physical disabilities or mobility needs can access the school environment safely and independently.</p>
<p><b>How will the school prepare and support my child to join the school, transfer to a new setting/school/college or for the next stage of education and life?</b></p>	<p>Careful planning and personalised support ensure smooth transitions for children with SEND. For children joining the school, this may include meetings with Early Years settings or previous schools and home visits to observe the child in familiar environments, and opportunities for the child to familiarise themselves with the new setting through visits, storybooks, or social stories. One-to-one meetings with parents and staff, stay-and-play sessions, or story time for Reception starters help children feel confident and secure. For children moving to a new setting or secondary school the class teacher and SENCO work closely with the receiving school to share information about the child's needs, strengths, and successful strategies. Transition support may include additional visits to the new setting, creating visual guides, social stories and consulting with external professionals involved in their care. These steps aim to ensure continuity of support, reduce anxiety, and help the child approach the next stage with confidence.</p>
<p><b>If I am not happy with the support my child is getting, what should I do?</b></p>	<p>If you have concerns about the support your child is receiving, the first step is to speak with your child's class teacher and then the SENCO. They can discuss your concerns, explain the provision in place, and explore adjustments or additional strategies. If you remain concerned, you can escalate the matter to the Head Teacher, who will review the situation and work with you to find a satisfactory resolution. If issues are still unresolved, parents can contact the school's Trust or governing body, who have a responsibility to ensure that SEND provision meets statutory requirements.</p>
<p><b>Who can I contact for further information?</b></p>	<p>You can contact the school's SENCO, Ruth Baltzer who can provide detailed guidance about support, interventions, and external services. You can also contact the Headteacher, Sally Taylor, for more</p>

	<p>general information about the school's policies, resources, or strategic approach to inclusion. Hannah Tedder would be happy to answer questions on The Speech and Language Resource Base. All three are happy to discuss concerns and provide advice to ensure your child receives the support they need to thrive.</p>
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