

Castlefields Primary School



Special Educational Needs and Disability (SEND) Policy

Date of Policy: January 2018

Reviewed: Autumn 2025

Next review date: Autumn 2026

Responsibility: Headteacher/Governors/SENDCO

Doc: Comp 2/Policy Docs

Special Educational Needs and Disability (SEND) Policy

At Castlefields we aim to develop each child: emotionally, physically, intellectually, spiritually and socially so they are able to reach their full potential and be prepared for the next phase in their Life Journey and education. We are committed to the Special Educational Needs and Disability Code of Practice: 0 – 25 years which became statutory from 1 September 2014 and are closely following developments that may occur under the new government. We provide a happy and nurturing environment where we value every child and their differences. Our motto is ‘Enjoy, Dream, Discover’ and we support every child to do just that.

Introduction

At Castlefields we provide a broad and balanced curriculum with the National Curriculum 2014 as our starting point. When planning teachers set learning challenges that meet the diverse needs of all children.

We pride ourselves on Quality First Teaching which facilitates inclusive teaching and learning for all abilities, races and genders. Some children have particular learning requirements that create barriers to learning. These are most likely to arise as a consequence of a child having a Special Educational Need or Disability. One of the main factors of Quality First Teaching is that it takes into account these needs and makes provision for them. This enables all children to participate effectively in all curriculum and assessment activities.

Children may have educational needs throughout, or at any time during, their school life. This policy ensures that curriculum planning and assessment for children with Special Educational Needs takes account of the type and extent of the difficulty experienced by the child. We seek to ensure all children are fully included in all aspects of school life.

Castlefields will do its best to ensure that the necessary provision is made for any Castlefields pupil who has special educational needs or disabilities. We will ensure that all staff in the school are able to identify and provide for those pupils who have special educational needs or disabilities to allow pupils with SEND to join in the activities of the school.

The staff and governors of Castlefields will also work to ensure that all SEND pupils reach their full potential, are fully included within the school community and are able to make successful transfers between educational establishments. This policy aims to support all members of staff in

providing positive whole school approaches towards the learning, progress and achievement of SEND pupils. With this as an underlying principle, we believe that;

All teachers are teachers of Special Educational Needs.

Every teacher is responsible and accountable for the progress and development of all pupils in their class even where pupils access support from teaching assistants or specialist staff.

Teaching and supporting pupils with SEND is therefore a whole school responsibility requiring a whole school response. Meeting the needs of pupils with SEND requires partnership working between all those involved – Local Authority (LA), TRUSTED, Castlefields Primary School, parents/carers, pupils, children’s services and all other agencies.

This policy has been developed in partnership with the SENDCo, SEND governor, SLT, staff and parents of pupils with SEND.

Aims and objectives

“To provide the structure for a pupil-centred process that engages pupil, family, school and other professionals in planning for and implementing high quality, needs led provision that is consistent across the school.”

This overarching aim ensures all of our pupils are able to access the same opportunities for learning and social development achieving maximum progress, fulfilling their potential and promoting their well-being.

The SEND Policy of Castlefields reflects the principles of the 0-25 SEND Code of Practice (2014) and we are also closely following the developments and changes that may occur under the new government . The aims of this special educational needs policy are to:

- To create an environment where the needs of individual children with SEND can be met;
- To ensure that the special educational and/or disability needs of children are identified, assessed and provided for;
- To make clear the expectations of all partners, including the family, in the process;
- To identify the roles and responsibilities of staff, governors and parents/carers in providing for children’s special educational and/or disability needs;
- To enable all children to have full access to all elements of the school curriculum and school life

- To provide support and advice for all staff working with pupils with special educational needs

Definition of Special Educational Needs and Disability

Pupils with Special Educational Needs and Disability will include those pupils with additional needs who require specific interventions to support learning or special accommodation for physical disability. Pupils who come within the remit of the school's SEND policy are those pupils who have one or more of the following:

- Communication and Interaction
 - Specific Language Impairment (SLI)
 - Autistic Spectrum Disorder (ASD)
- Cognition and Learning
 - Moderate Learning Difficulties (MLD)
 - Severe Learning Difficulties (SLD)
 - Profound and Multiple Learning Difficulties (PMLD)
 - Specific Learning Difficulties (SpLD)
- Social, Emotional and Mental Health Difficulties
 - Anxiety
 - Depression
 - Withdrawal
 - Attention Deficit Hyperactivity Disorder (ADHD)
 - Attention Deficit Disorder (ADD)
 - Attachment Disorder
- Sensory and/or Physical Needs
 - Visual Impairment (VI)
 - Hearing Impairment (HI)
 - Multi-sensory Impairment (MSI)
 - Physical Impairment (PI)

Some learning needs can be supported from within the expertise in school and some will need support from outside agencies. The needs of the whole child are always taken into account when considering the above.

Educational Inclusion

Through our careful provision we realise and respect the fact that children:

- ❖ Have different educational and behavioural needs and aspiration
- ❖ Require different strategies for learning
- ❖ Acquire, assimilate and communicate information at different rates
- ❖ Need a range of different teaching approaches and experiences
- ❖ May require their environment to be adapted

At Castlefields, teachers and teaching assistants respond to children's needs by:

- ❖ Providing support for children who need help with communication, language and literacy
- ❖ Planning to develop children's understanding through the use of all available senses and experiences
- ❖ Planning for children's full participation in learning, and in physical and practical activities
- ❖ Helping children to manage their behaviour and to take part in learning effectively and safely
- ❖ Helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning

Meeting Medical Needs

The Children and Families Act 2014 places a duty on schools to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils.

Where children and young people also have SEN, their provision should be planned and delivered in a co-ordinated way. For those pupils with an Education, Health and Care plan (EHCP), this will be used as it brings together health and social care needs, as well as their special educational provision.

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Children in Hospital

When children are in hospital or have long periods at home due to medical needs the school will liaise with other agencies and professionals, as well as parents/carers, to ensure good communication and effective sharing of information. This will enable optimum opportunities for educational progress and achievement.

The role of the Special Educational Needs Coordinator (SENDCo)

The school Special Educational Needs Co-ordinator is Mrs Lauren Shingler who has achieved the Special Educational Coordinator award.

At Castlefields the SENDCo:

- ❖ Manages the daily organisation of provision for children with SEND
- ❖ Supports and advises other staff
- ❖ Maintains the school SEND register
- ❖ Contributes to and manages the records of all children with SEND
- ❖ Oversees the tracking of children with SEND and contributes to pupil profile meetings and parental consultations about these children
- ❖ Completes documentation for outside agencies, in partnership with class teachers and parents
- ❖ Maintains resources to enable suitable provision to be made
- ❖ Acts as a link to outside agencies
- ❖ Monitors and evaluates the SEND provision and reports to the governing body

The role of the Headteacher:

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with special educational needs. The Headteacher will keep the Governing Body fully informed on Special Educational Needs issues. The Headteacher will work closely with the SENDCo and the Governor with responsibility for SEND.

The role of the governing body

The governing body has identified a link governor for SEND who will on behalf of the governing body ensure the necessary provision for any child identified as having SEND is made. The governor with responsibility for SEND is Mrs Judith Snead. She will meet with the SENDCo once a term to discuss matters related to this policy.

All Teaching and Non-Teaching Staff:

- All staff are aware of the school’s SEND policy and the procedures for identifying, assessing and making provision for pupils with special educational needs.
- Class teachers are fully involved in providing high quality teaching, adapted for individual pupils. This includes reviewing and, where necessary, improving, their understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.
- Class teachers are responsible for setting suitable learning challenges and facilitating effective special educational provision in response to pupils’ diverse needs in order to remove potential barriers to learning. This process should include working with the SENDCo to carry out a clear analysis of the pupil’s needs, drawing on the teacher’s assessment and experience of the pupil as well as previous progress and attainment.
- Teaching assistants will liaise with the class teacher and SENDCo on planning, on pupil response and on progress in order to contribute effectively to the graduated response, (assess, plan, do, review).

SEND Information Report

The school will ensure that the SEND information report is assessable on the school website. The information report will be updated annually and any changes to the information occurring during the year will be updated as soon as possible. Further information is available in “The Local Offer/SEND Information Report” which is available on the school’s website.

Admission Arrangements

Any children with SEND will be admitted to Castlefields in line with the agreed Admissions Policy. For admissions to nursery see – specific policy. For admissions to school at age 4+ (Reception) see School Admission Policy. From the moment a parent/carer approaches school regarding admission, a dialogue begins, to allow us to have as full a picture of the child joining our school community.

Teaching and Learning – to include interventions

Our offer to all pupils at Castlefields School aims to give each child a broad and balanced curriculum through Quality First Teaching. Teachers plan for

learning; co-ordinating activities and learning opportunities with our experienced support staff. Regular monitoring and rigorous tracking procedures identify pupils not making expected progress. Class-teachers, the SENDCo and the Headteacher regularly review performance and identify those children who may need additional support.

The interventions that a child receives will focus on the area of difficulty observed. Most children experiencing some difficulty will initially be offered small group intervention programmes and whilst parents will be kept informed the child will not necessarily be deemed to have SEND status. A provision map is begun which identifies any interventions and travels with the child throughout their learning journey at school. Parents and children are encouraged to contribute and, if requested, parents will be given ideas to help at home. The success of these interventions is reviewed at least termly and in many cases allows the children engaged in the programme to catch up with their peers through accelerated progress. Some of the interventions available at Castlefields Primary include:

- Phonics catch up programme
- ELSA – Emotional Literacy Support
- Drawing and Talking
- Nurture groups
- Talk Boost
- Specially tailored English and Maths support sessions.

Resources

The SLT in conjunction with the SENDCo are responsible for the allocation of resources for the SEND provision within the school. This includes provision for children with an EHCP or Statement. The headteacher informs the governing body of how the funding allocated to support SEND is being deployed. The SLT and SENDCo meet annually to agree on use of funding. This in turn is reported to the Finance Committee of the Local Governing Body and the Trustees of TRUSTED.

Assessment

Early identification of any child's additional needs is vital. When needs are identified the class teacher informs SLT and the child's parents at the earliest opportunity to alert them to concerns.

Along with other paperwork a Pupil Centred Plan will be drawn up for each child with SEND and this is shared with parents/carers who will sign it, to show their engagement with the plan. The progress of all children is tracked and monitored by SLT. The SENDCo will also monitor progress of SEND children. Formal assessments are carried out on a termly basis and the results of these are added to the school tracking system.

Paperwork including the pupil Centred Plans are monitored termly against progress to SMART targets. A provision map accompanies SEND children on their journey through school which shows the intervention that has taken place – year on year.

The aim of the Pupil Centred Plan is that SEND children should be able to access the whole school curriculum. Progress for such pupils can be broken down into more manageable steps.

As outlined in the revised Code of Practice (September 2014) Castlefields Primary School has adopted the Graduated Response for children with SEND. (This is based on the plan, do, review cycle being completed and evaluated.)

- ❖ Request for Statutory Assessment may be initiated by the school with a view to developing an Educational Health Care Plan (EHCP)
- ❖ The LEA considers the need for statutory assessment and can order multi-disciplinary assessment. It may then issue a formal EHC plan

The LEA seeks a range of advice before making a formal decision. The needs of the child are considered to be paramount to this.

In response to parental, school or medical requests for children with emotional needs/multi-agency involvement, the school will host a meeting and all agencies and parents/carers are invited to attend.

Access to the Curriculum

All children have an entitlement to a broad and balanced curriculum, which is adapted to enable children to:

- ❖ Understand the relevance and purpose of learning activities
- ❖ Experience levels of understanding and rates of progress that bring feelings of success and achievement

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; work is adapted appropriately and assessment informs the next stage of learning. Teachers use assessment to inform next steps. This is recorded on SEND paperwork.

Wherever possible children stay in the class and engage in whole class activities but there are times when one-to-one or small group situations will meet the needs of the child more appropriately.

Partnership with Parents/Carers

Parents can view the local offer for SEND on our website under the SEND drop down menu. Communication to parents is paramount to all children's success and well-being. Parents who have children with SEND attend Parents' Evenings and have additional consultations with teachers each term. We actively encourage parents to make an active contribution to their child's education.

Dispute Resolution – Complaints

Any parent who is dissatisfied with any aspect of SEND provision should first seek to discuss this with the class teacher or SENCo and following this with the Headteacher or member of SLT. If concerns are not resolved then the Chair of Governors – Mrs Ally Fletcher – should be contacted. See Complaints Policy.

Continuing Professional Development (CPD)

The SENDCo completed the NASENCo (National Accreditation of SENCos) award in January 2017.

The SENDCo attends termly network meetings and any other relevant courses which will help to keep school up to date with current practice. Other staff including teachers and teaching assistants attend courses relevant to SEND provision as and where appropriate e.g. ELSA, Dealing with Dyslexia; Cool Kids; Elklan – Speech and Language intervention.

External Support Agencies

Where necessary, the school will consult with specialist teachers; e.g. Educational Psychologists, Learning Support (LSAT), Speech and Language Therapists (SALT), Woodland Outreach Service (Social, Emotional and Behaviour experts), BeeU and BEAM (Mental Health Services).

Transition Arrangements

Provision for smooth transition between any Key Stage is made. Children who move from EYFS to Key Stage 1 have transition sessions in their new

classes. Teaching Assistants often support children with SEND in the early days of settling into a new class.

Children moving from KS1 to KS2 have support and intervention work continues for phonics, reading and maths.

Transition from KS2 to KS3 is managed carefully and some children such as those with SEND are invited to additional sessions at their forthcoming Secondary School. Support assistants from the local secondary schools are invited to spend time with children who have additional needs SLT and the SENDCo monitor the movement of children with SEND to their new schools.

Monitoring and Evaluation

The SLT and SENDCo regularly summarise the impact of this policy on the practice of school and the policy is updated annually with the approval of staff, SLT and governors.