



CASTLE PRIMARY SCHOOL

WHOLE SCHOOL SPECIAL EDUCATIONAL NEEDS and DISABILITY POLICY

(Reviewed in line with 2015 Code of Practice – January 2015)

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Reviewed by the Governing Body – October 2020
Next Review – October 2021

SENDCO Miss Louise Richards
SEND GOVERNOR Mrs K Burton

Policy to promote the successful inclusion of pupils with special educational needs and disabilities at The Castle Primary School.

The code of practice states: *‘Our vision for children with special educational needs is the same as for all children and young people – that they achieve well in their early years, at school and in college, and lead happy and fulfilled lives’*

We aim to support this vision at Castle Primary School and adhere to the new code of practice to ensure we are providing the best opportunities for our pupils.

At The Castle Primary School, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities. Not all pupils with disabilities have special educational needs and not all pupils with SEN meet the definition of disability but this policy covers all of these pupils.

‘A child or young person has Special Educational Needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.’

‘A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.’

The specific objectives of our SEND policy are as follows:

- to identify pupils with special educational needs and disabilities and ensure that their needs are met
- to ensure that children with special educational needs and disabilities join in with all the activities of the school
- to ensure that **ALL** learners make the best possible progress
- to ensure parents are informed of their child’s special needs and provision and that there is effective communication between parents and school
- to ensure that learners express their views whenever possible and are fully involved in decisions which affect their education
- to promote effective partnership and involve outside agencies when appropriate.

The success of the school’s SEND policy will be judged against the aims set out above. Annual success criteria will be reviewed and the Governing Body’s Annual Report will detail the successful implementation of the policy and the effectiveness of the provision made. The Governing Body will ensure that it makes appropriate special educational provision for all pupils identified as in need of it. The range of support made in the school each year in response to identified need is detailed in the School SEND Offer.

The Governing Body has agreed with the LEA admissions criteria which do not discriminate against pupils with special educational needs or disabilities, and its admissions policy has due regard for the guidance in the Code of Practice. Parents or carers seeking the admission of a pupil with mobility difficulties are advised to approach the school well in advance so that consultations can take place. The school has an Accessibility Strategy.

The Communication and Interaction Resource Base (CAIRB)

The School hosts a Resource Base for pupils with Communication and Interaction needs. The CAIRB is funded by County as an area provision for up to 8 pupils.

Pupils allocated by County to the CAIRB access the mainstream curriculum as appropriate on an individual basis with support from additional resources from their statements of special educational needs.

Identification and Assessment of special educational needs

The school is committed to early identification of special educational needs and adopts a graduated response to meeting special educational need in line with the Code of Practice 2014. A range of evidence is collected through the usual assessment and monitoring arrangements: if this suggests that the learner is not making the expected progress, the class teacher will consult with the SENDCO in order to decide whether additional and / or different provision is necessary. Teachers can highlight children who they have concerns about initially by filling in a form which is submitted to the SEND team, a discussion will follow.

There is no need for pupils to be registered or identified as having special educational needs unless the school is taking additional or different action beyond class differentiation.

Pupils who have disabilities but no SEN will be recorded on the school's medical register.

Provision/action that is additional to or different from that available to all, will be recorded in a SEN Support Plan. This will usually be written by the Class Teacher but always in consultation with pupils, parents, carers and the SENDCO. It may also involve consultation and advice from external agencies.

The SEN Support Plan will set desired outcomes for the pupil and will detail:

- the specific area of need
- the desired outcomes
- how the outcomes will be achieved
- who will carry out the provision, how often and by when
- progress towards achieving the outcome

The SEN Support Plan will be reviewed termly, and the outcomes will be recorded. Pupils will participate fully in the review process according to their age and abilities. Parents / carers will also be invited to contribute to the target-setting and review process.

If the school has evidence that a pupil is making insufficient progress despite significant support and intervention, we may seek further advice and support from outside professionals. These professionals will be invited to contribute to the monitoring and review of progress. Pupils and parents will be fully involved and kept informed about the involvement of external agencies and proposed interventions.

For pupils who have Education, Health Care Plans (EHCP), as well as the review of their Support Plans, their progress and the support outlined in their EHCP will be reviewed annually and a report provided for the Local Education Authority. When pupils are due to transfer to another phase, planning for this will be started in the year prior to the year of transfer. Advanced planning for pupils in Year 5 will allow appropriate options to be considered. The SENDCO will liaise with the SENDCO of the secondary schools serving the area to ensure that effective arrangements are in place to support pupils at the time of transfer. In addition, as part of the Year 5 Statement Review, paperwork will be completed to enable the Statement to transfer to an Education, Health and Care Plan (EHCP) as appropriate.

When pupils move to another school their records will be transferred to the next school within 15 days of the pupil ceasing to be registered, as required under the Education (Pupil Information) Regulations 2000. If a pupil makes sufficient progress a statement or EHCP may be discontinued by the Education Authority.

The schools' **complaint procedures** are available on the schools website.

The child's class teacher will work closely with parents at all stages in his/her education and should be the first port of call in case of any difficulty. Parents of pupils with SEND or disabilities whose concerns cannot be resolved by the usual school procedures can request independent disagreement resolution. The school will make further information about this process available on request.

The school makes an annual audit of training needs for all staff taking into account school priorities as well as personal professional development. The school is allocated funding from the Standards Fund each year that it may use to meet identified needs. Particular support will be given to NQTs and other new members of staff. The head teacher, having consulted the SENDCO, takes responsibility for prioritising the training needs of staff.

The school will provide information about Devon Information, Advice and Support (DIAS) to all parents of children with special educational needs. Parents of any pupil identified with SEN may contact DIAS for independent support and advice.

External support services play an important part in helping the school identify, assess and make provision for pupils with special educational needs.

- The school receives regular visits from the nominated Education Welfare Officer and Educational Psychologist for the area
- In addition the school may seek advice from specialist advisory teaching services for children with sensory impairment, physical difficulties, Communication and Interaction Team (CIT)
- Liaison meetings with the Health Visitors/Playgroup Leaders are held to ensure a smooth start to school for children in the Foundation Stage

- The speech and language therapists provide assessment, programmes of work, training for Teaching Assistants and contribute to the reviews of children with significant speech and language difficulties at Key Stage 1 and occasionally Key Stage 2
- Multi-agency liaison meetings, with representation from Social Services, Health, and the Educational Psychology Service are held to ensure effective collaboration in identifying and making provision for vulnerable pupils.

Provision

All pupils in the school are entitled to access the curriculum, which is planned to meet their needs. Their progress is planned, assessed and monitored and reported to parents. Some pupils will start school already identified as in need of special educational provision; others will be identified during their time in school. In order for the school to identify a pupil as having special educational needs, a range of evidence will be taken into consideration.

Placing a child on the SEND register is not one to be taken lightly as we recognise the emotional impact this can have on a family and the child. For a child to be placed on the SEND register, we as a school, need to demonstrate that we have provided every opportunity for the child to make progress and be clear that the difficulty displayed is one of a 'special educational need' not an 'additional need'.

As an inclusive school we recognise that children will have varying life experiences and family backgrounds which can mean children may be vulnerable or have additional needs. These vulnerabilities or additional needs should be catered for through general classroom practices and the whole school ethos.

Through quality first teaching, guided groups, TA / Teacher support, additional time, EAL groups, differentiated work, questioning and vocabulary; pupils will have opportunities to have their additional needs addressed. If a child is not responding or not engaging in these usual classroom practices then a concern will be raised with the SENDCO.

It may be that the child is demonstrating difficulties with their Social, Emotional and Mental Health (SEMH). Again the teacher will raise this as a concern with the SENDCO and concerns will be shared with parents.

After evidence is gathered to demonstrate that additional needs have been catered for through whole school and class provision, and adequate progress has not been made, then the class teacher and SENDCO will discuss the provision in place, engagement and progress of the child. If it is felt that the child has a need which **cannot be addressed through general classroom practice** then they will be placed on the SEND register.

Evidence of academic progress can be gathered through the schools usual assessment procedures of Reading, Writing, Maths and Phonics (KS1 only) or the Foundation Stage Profile.

Possible triggers for children being placed on the SEN register could include:

- Information passed up from pre school settings
- Evaluation of the FS profile shows low overall score or significant low attainment in one area

- Pupils highlighted as slow movers through 'pupil tracker'
- Pupils highlighted as not in line with making expected progress based on their KS1 results
- Requires different interventions and/or an increased level of support
- Has social, emotional and/or mental health difficulties which substantially and regularly interfere with the child's own learning or that of the class group
- Has sensory or physical needs and requires additional specialist or regular advice or visits by a specialist service
- Has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning

Once a child has been placed on the SEND register then the child's class teacher retains responsibility for the planning and delivery of the curriculum, including individual targets and provision recorded in a Support Plan.

Once additional support from other agencies is required the SENDCO and class teacher should meet with parents to discuss following the Devon Assessment Framework (DAF). This will result in regular 'Team Around the Child' (TAC) meetings where professionals (from school or outside agencies) and the family can meet to ensure everyone is working in a child centered approach and progress is being made. Action plans will be set and targets made. Parents may wish not to engage with the DAF process and this is their decision that the school needs to respect. In this instance a TAC approach should still be adopted to ensure all professionals involved are informed of developments.

The Support Plan formulated during these TAC meetings as part of the DAF framework should set out new targets drawing on the advice and support of outside professionals and information gathered. The delivery of the interventions continues to be the responsibility of the class teacher.

Education and Health Care Plan (EHCP)

In a small number of cases, where the child is experiencing particularly high levels of difficulty and the child is unable to make adequate progress, a statutory assessment may be required to determine whether an EHCP is necessary. This will involve gathering information from:

- Class observations
- Notes from other professionals
- Record of Contact from Educational Psychologist
- Minutes from meetings
- Data and assessments

Once an EHCP has been issued, this will outline the provision which schools must provide to the named pupil. It will be reviewed annually by the SENDCO, parents and other professionals as necessary.

General Data Protection Regulation (GDPR) 2018

Castle Primary School collects, uses and stores information about you and may receive information about you from your previous school. This information helps us:

- Support your teaching and learning
- Follow and report on your progress
- Provide the right care and support for you
- Understand how well your school is doing as a whole

The information we keep (although not limited to) includes contact details; assessment marks and results, attendance records; other information such as ethnic group or religion; special educational needs; and any relevant medical information.

We are required (through GDPR) to take care of all information and we take this responsibility seriously.

We will not give information about you to anyone outside the school without your consent unless the law and our rules permit it. We are required by law to pass some of your information to the Local Authority (LA), and the Department for Education (DfE).

If you require more information about how the Local Authority store this data, you can visit the following website:

<https://new.devon.gov.uk/keepingdevonsdata/education-and-learning/>

Please also refer to Castle Primary School's Privacy Notice on our school website