



Castle Primary School

SEND Policy

REVIEW DATE: OCTOBER 2018

Aims of this SEND policy

The aims of our special educational need and disability policy and practice in this school are:

- To make reasonable adjustments for those with a disability by ensuring increased access to the curriculum, the environment and to printed information for all.
- To ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN.
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement, which can be found using the link below.

<https://www.gov.uk/government/collections/national-curriculum>

To use our best endeavours to secure special educational provision for pupils for whom this is required, that is “additional to and different from” that provided within the differentiated curriculum to better respond to the four areas of need:

1. Communication and interaction
 2. Cognition and learning
 3. Social, mental and emotional health
 4. Sensory/physical
- To request, monitor and respond to parent/carers’ and pupils’ views in order to evidence high levels of confidence and partnership.
 - To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
 - To support pupils with medical conditions enabling full inclusion in all school activities following consultation with health and social care professionals.
 - To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

What are Special Educational Needs?

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.... Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision.

Code of Practice 2014.

How does our school know if children need extra help?

We know when pupils need help if:

- Concerns are raised by parents/carers, teachers, or the pupil's previous school.
- Tracking of attainment outcomes indicate a lack of progress.
- Pupil observation indicates that they have additional needs.
- A pupil asks for help.

What should I do if I think my child may have special educational needs?

- If you have concerns discuss these with your child's teacher. The teacher may then discuss this with the following:

Head Teacher
SENCO

Miss Jill Mason
Mrs Mel Lord

- Parental views and concerns will be considered during the assessment process.

How will I know how the school supports my child?

Pupils will be provided with high quality teaching that is differentiated to meet their Individual needs.

- Pupils with a disability will be provided with “reasonable adjustments” in order to increase their access to the curriculum.
- The quality of teaching is monitored through a number of processes that includes:
 1. Classroom observation by the school and external verifiers.
 2. Work sampling on a termly basis
 3. Scrutiny of planning
 4. Teacher meetings with the SENCO
 5. Pupil and parent feedback when reviewing target attainment
 6. Whole school pupil progress tracking
 7. Attendance and behaviour records
- Information on the quality of teaching will be collated in a report to Governors in the SEND Information Report.
- All pupils have individual curriculum targets set in line with national outcomes to ensure ambition. These are discussed with parents at events such as Parents Evenings and pupils’ attainments to meet these targets are tracked.
- Pupils who are failing to make expected levels of progress are identified very quickly and are discussed in half termly pupil progress meetings that are undertaken between the Teachers and the Head Teacher.
- Where it is decided that action is required to support increased rates of progress, this will follow an ‘assess, plan, do and review’ model.
- An individual assessment of the pupil will be undertaken in order to make an accurate assessment of their needs.
- Provision to increase the rate of progress will be then identified and planning put in place.
- If a review of the action taken indicates that additional support beyond usual differentiation is required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class/subject teacher with advice from the SENCO.
- Parents will be informed that their child requires SEN support and their partnership sought in order to improve attainments.

- SEN support will be recorded and will identify a clear set of expected outcomes and developmental targets. Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil.
- If progress rates are still judged to be inadequate despite the delivery of high quality interventions advice will be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parental permission has been obtained and may include referral to:
 1. Special Educational Needs Support Service (SENSS)
 2. Behaviour Support Service
 3. Dyslexia Centres
 4. Autism Outreach Team
 5. Hearing Impairment team
 6. Visual Impairment team
 7. Educational Psychologist Service
 8. Educational Welfare Officers
 9. Physical and disability support service
 10. Social Services
 11. School Nurse
 12. CAMHS (Child & Adolescent Mental Health Service)
- For a very small percentage of pupils, whose needs are significant and complex and the special educational provision required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided. This may also be requested by the parent.

How will the curriculum be matched to my child's needs?

Teachers plan using pupils' achievement levels, differentiating work provided for all pupils in the classroom. When a pupil has been identified as having special needs, their work will be further differentiated by the class teacher to remove barriers to learning and enable them to access the curriculum more easily. In addition they will be provided with additional support that may include specialised equipment or resources, IT and/or additional adult help.

How will I know how my child is doing?

- Attainments towards the identified outcomes will be shared with parents at Parent's Evenings and through Target Setting Booklets.
- Parents are able to arrange appointments with any member of staff at a mutually convenient time to discuss their child's progress, by contacting the school office.

How will you help me to support my child's learning?

- The class/subject teacher or SENCo may suggest additional ways of supporting your child's learning, such as phonics strategies to use, reading engagement techniques etc.
- The school provides home links to Education City and Espresso for all children. Log on details are provided to all parents. For forgotten details please contact the school office.

What support will there be for my child's overall well-being?

The school offers a wide variety of pastoral support for pupils. These include:

- A Personal, Health, Social and Emotional (PHSE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being.
- Pupil and Parent voice mechanisms are in place and are monitored for effectiveness by the Governors.
- Interventions to support pupil's wellbeing are delivered to targeted pupils and groups. These aim to support improved interaction skills, emotional resilience and wellbeing.
- Pupils who find outside class times difficult are provided with extra support to allow engagement.

How will we support Pupils with medical needs?

- Pupils with medical needs will be provided with a detailed Health Care Plan, compiled by the school nurse in partnership with parents and if appropriate, the pupil themselves.
- All staff who administer medicines will complete relevant training. All medicine administration procedures adhere to the LA policy and DfE guidelines included within Supporting pupils at school with medical conditions (DfE) 2014.
- Medicines will only be administered if prescribed by a Medical Practitioner

What training do the staff supporting children and young people with SEND undertake?

Awareness training has been provided to staff on:

- How to support pupils with a diagnosis of dyslexia.
- School has worked towards gaining Dyslexia Friendly Status

Enhanced training has been provided to staff supporting interventions as follows:

- Talking Partners
- Use of Nesy
- The school has regular visits from SENSS specialist teachers and the Dyslexia Centre
- Regular updates on Send Issues from LA
- Whole Staff training on Memory Function
- Early Years Phonic Intervention training

How will my child be included in activities outside the classroom including school trips?

- Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities.
- Extra staff and DBS cleared volunteers assist with external visits.

How accessible is the school environment?

- All steps edged with white to ensure they are easier for those with visual impairments to negotiate.
- A ramp has been installed at the access to the hall from the staff car park to aid access to the building.
- Our Disability Accessibility Plan identifies the clear limitations of the building which will need further financial consideration by Governors and the LA.
- Plans are being investigated to include a Disabled toilet and better access to the site.

How will the school prepare and support my child when joining or transferring to a new school?

A number of strategies are in place to enable effective pupil's transition.

On entry:

- A planned programme of visits are provided in the summer term for pupils starting Nursery or Reception in September.
- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- The Head Teacher and/or the SENCo will meet new parents of pupils who are known to have SEND to allow for a smooth transition.
- If pupils are transferring from another school, the previous school records will be requested immediately and a meeting will be set up with parents to identify any concerns.

Transition to the next school:

- The transition programme in place for pupils in Y6 provides a number of opportunities for pupils and parents to meet staff in the new school. These opportunities are further enhanced for pupils with SEN.
- The annual review in Y5 for pupils with a statement of educational need or an Education, Health and Care plan begins the process where parents are supported to make decisions regarding school choice post Year 6.
- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but accessible.
- Parents may consider options for the next phase of education and may take advantage of the support offered by the independent Staffordshire School Choice. Information on this service is located on the Staffordshire website at

<http://www.staffordshire.gov.uk/education/schoolsandcolleges/admissions/schoolchoice/homepage.aspx>

- Accompanied visits to other providers may be arranged as appropriate.
- For pupils transferring to local schools, the SENCOs of both schools will meet to discuss the needs of pupils with SEN in order to ensure a smooth transition.

- The records of pupils who leave the school mid phase will be transferred within five working days of the parents notifying their child has been enrolled at another school.

How are the school's resources allocated and matched to children's special educational needs?

The school receives funding to respond to the needs of pupils with SEND from a number of sources: A proportion of the funds allocated per pupil to the school to provide for their education (the Age Weighted Pupil Unit); The National SEN budget: The Pupil Premium funding for pupils who meet certain criteria.

In addition, for those pupils with the most complex needs, the school may be allocated Additional Educational Needs funding. This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities through:

- Support from teaching assistants e.g. nurture groups, literacy and numeracy support.
- Bought in support from external agencies e.g. access arrangement assessment, speech and language support.
- Parent workshops.
- Provision of specialist resources e.g. assessment software.
- CPD relating to SEND for staff.

How is the decision made about how much support my child will receive?

- For pupils with SEN but without an Education Health and Care plan, the decision regarding the support required will be taken at joint meetings with the SENCO, class teacher and parent. For pupils with a statement of educational needs/Education, Health or Care plan, this decision will be reached when the plan is being produced or annual review.

How will I be involved in discussions about and planning for my child's education?

This may be through:

- Discussions with the class teacher, SENCO or Head Teacher.
- During parents evenings.

Who can I contact for further information or if I have any concerns?

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling please contact the following:

- Your child's Class Teacher
- The Head Teacher – Miss J Mason
- The SENCO – Mrs Mel Lord
- For complaints please contact the School Governor with responsibility for SEN – Mrs Dawn Fish at dawnfish@castle.staffs.sch.uk

School telephone Number: 01782 433218

Support services for parents of pupils with SEN include:

- Parent Partnership

<http://www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds/spps/home.aspx>

- If you have a general enquiry, would like to speak to one of the team or a parent wanting to request information and support please telephone 01785 356921 during office hours. Alternatively email on spps@staffordshire.gov.uk

- Parent In The Know newsletters

<http://www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds/spps/newsletter/newsletters.aspx>

References

- Staffordshire Local Authority – Local Offer
<http://se7pathfinder.files.wordpress.com/2013/12/se7-local-offer-framework-final.pdf>
- Castle Primary School
<http://www.castleprimary.co.uk>

Revision of the SEN and Disability Code of Practice
Second revision of the SEND Code of Practice April 2014

<http://preview.tinyurl.com/qfuyoao>

Schools admission codes 2012

<https://www.gov.uk/government/publications/schooladmissions-code>

Staffordshire guidance

<http://education.staffordshire.gov.uk/Pupil-Support/School-Admissions/Admissions.aspx>

'Under the Equality Act 2010, due regard has been given to equality considerations when reviewing this policy in accordance with the requirements of The Single Equality Act 2010'