



Castle View Primary School

Special Educational Needs Policy

This policy has been reviewed on 5th February 2019 and has been impact assessed in the light of all other school policies and the Equality Act 2010.

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| Signed: | |
| Position: School Improvement Committee Chair | |
| Date: 4th February 2019 | Review Date: 3rd February 2020 |
| Minute Number: SI02/19.15.1 | |

This policy meets the statutory requirements laid out in the SEND Code of Practice 0-25 (July 2014) and has been written with reference to the following guidance and documents:

Disability and Equality Act 2010: advice for schools DfE Feb 2013, SEND Code of Practice 0-25 (July 2014), Schools SEND Information Report Regulations (2014), Child protection and Safeguarding Policy, Statutory Guidance on supporting pupils at school with medical conditions April 2014, Accessibility Plan and the Teachers Standards 2012.

SEND is 'when a child or young person has a learning difficulty or disability which calls for special educational provision to be made for him or her'.

'Where a child or young person is covered by SEN and disability(SEND) legislation, reasonable adjustments and access arrangements should be considered as part of SEN planning and review.' *SEND Code of Practice 0-25 (July 2014)*

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Aims and Ethos at Castle View Primary School

Castle View Primary school delivers a whole school approach to supporting the needs of all pupils, including those with SEND. Good quality teaching is the first response and a clear focus on outcomes ensures pupils' attainment is tracked and reviewed regularly, ensuring any support is identified at the earliest opportunity. We believe children deserve the highest quality care and education and that learning should be relevant, consistently challenging, inspiring and allow pupils to develop, explore and shape their abilities.

We endeavour to ensure that pupils are both engaged and challenged in their learning, using a wide variety of teaching strategies, skills and up-to-date learning resources. We strive to ensure children are prepared for adult life promoted by our 'Learners for life...' principle and ethos. We cater for those who require additional support in academic, social and physical areas; always placing the child at the centre of every decision made.

We strive to ensure that pupils enjoy their time at school and access an effervescent curriculum that is both relevant and purposeful.

We strive to recognise achievement in all areas of the curriculum, school and community life.

Those working with children are accountable for their outcomes at all levels and have the highest expectations of themselves and those they work with.

Governors, parents and pupils have a 'voice' within the school; their opinions are highly valued and where appropriate act as a foundation for change.

In pursuit of our objectives Castle View Primary School aims to support individual pupil's needs by:

- Establishing effective and early systems in the identification and communication for SEN.
- Taking into account the wishes of the child concerned, in the light of their age and understanding.
- Working in partnership with parents and take into account the views of individual parents in respect of their child's particular needs.
- Meeting the specific needs of pupils by providing one to one or small group work and/or appropriate interventions.
- Providing in-class support from Teaching Assistants and good management of appropriate resources to ensure all children's needs are met.
- Providing break and lunchtime supervision.
- Completing an Annual Review for all pupils with Statement of Special Educational Needs or Education, Health and Care plans.
- Meeting with parents of pupils with Special Educational Needs on three occasions throughout the year to discuss progress.
- Termly meetings with Teaching Assistants and Teachers to monitor the progress of children with SEN.

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- Establishing and monitoring up to date SEN records for the school.
- Working in close partnership with providers of specialist services for pupils with SEN e.g. Behaviour Support, Educational Psychology Service, Local Inclusion Officer, Support services for physical, visual and hearing impairments and medical specialist.
- Continuing to raise staff awareness and expertise through INSET (Staff Training Days).

Identifying children with Special Educational Needs

According to the Special Educational Needs Code of Practice (July 2014). There are 4 broad areas of need:

Communication and Interaction – children who have difficulty communicating with others. Speech, language, and communication needs (SLCN) Autism Spectrum Disorder (ASD) – difficulties with social interaction.

Cognition and Learning – children who learn at a slower pace than their peers, even with appropriate differentiation. Moderate Learning Difficulties (MLD) Severe Learning Difficulties (SLD) – where pupils are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication. Profound and Multiple Learning Difficulties (PMLD) – where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific Learning Difficulties (SpLD) – affecting one or more specific aspects of learning e.g. dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health Difficulties – a wide range of difficulties that manifest themselves in many ways e.g. becoming isolated, withdrawn, displaying challenging and/or disruptive behaviour, anxiety, depression, self-harming, substance misuse, eating disorders and other physical symptoms. Attention Deficit Disorder (ADD) Attention Deficit Hyperactive Disorder (ADHD) Attachment Disorder.

Sensory and/or Physical Needs Visual Impairment, Hearing Impairment Multi-sensory Impairment Physical Disability.

In practice, individual children will have needs that cut across a number of areas and their needs may change over time.

The following children may not have SEN but they may have a need which could impact on their progress and attainment. These children will be identified on the provision management system and the school tracking system to enable us to monitor their progress.

- Pupils with a disability where the school has made 'reasonable adjustments' to meet their needs.
- Attendance and Punctuality issues.
- Health and Welfare needs.
- Have English as an additional language (EAL)

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- Are in receipt of Early Years Pupil Premium or Pupil Premium funding
- Is a Child in Care (CIC) / Looked After Children (LAC)
- Is a child of a parent in armed forces.

In deciding whether to make special educational provision the class teacher and SENCo will meet to gather evidence from a range of sources and views to agree outcomes and next steps. For pupils with 'higher needs' outside agency support and evidence from professionals will be gathered to inform any further actions and improve outcomes.

SEN pupils are supported by a graduated approach

In order to help all children who have Special Educational Needs, Castle View Primary School, adopts a graduated response that encompasses an array of strategies, recognising a continuum of Special Educational Needs. The following principles, shall be regarded:

- Provision for a child with Special Educational Needs should match the nature of their needs.
- There should be careful, regular recording of a child's Special Educational Needs, the action taken and the outcomes.

Class teachers are responsible and accountable for the progress and development of pupils in their class. High quality teaching, differentiated for individuals, is the first step in recording to pupils who may have SEN.

Once a class teacher has expressed a concern about a child using the *Initial Concern form* the SENCo makes arrangements for the child's progress to be monitored until the child's next meeting. There will be informal consultations with the child and their parents / carers.

If there are still concerns about progress, the SENCo and/or class teacher meet with the parents for consultation about the child's needs and next steps. A decision will need to be reached at the meeting whether to begin the SEN Support process.

Meeting the needs of pupils with SEN or disability

Classroom teachers are responsible and accountable for the progress and development of the pupils in their class. If pupils are not responding to high quality teaching and differentiation in class, the teacher and the SENCo will gather information to identify if the pupil has SEN to:

- Identify and provide for pupils who have Special Educational Needs and additional needs. Ensuring training and resources are planned to support and meet the needs of pupils.
- Work within the guidance provided in the SEND Code of Practice 2014.
- Operate a "whole pupil, whole school" approach to management and provision.

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- Ensure support takes the form of a thorough cycle of assess, plan, do and review. Any actions taken are revisited, refined and revised with growing understanding of the pupil's needs and of what supports the pupil best in making good progress and outcomes.
- To provide support and advice for all staff working with children with Special Educational Needs.

Training and resources are funded through the normal school budget, top up funding for pupils with a Statement of Special Educational Needs or an Education, Health and Care Plan is provided by the Local Authority. The local authority's 'local offer', which outlines the support they can offer pupils from a wide range of agencies can be found at: <http://localoffer.derbyshire.gov.uk/>

Where appropriate, funding may be sourced via the Pupil Premium, although this will not necessarily be available for all pupils. Such funding must be used in line with protocols agreed by DfE and the governing body. The SENCo regularly attends Local Authority training and attends SEN Cluster Meetings in order to remain up to date with local and national updates.

Managing pupils needs

The school uses the 'Provision Management system'/Provision map (PM) to identify Pupils deemed to require SEN Support. Pupils will be placed on the PM in consultation with parents. Parents will be consulted at least three times a year (including parents evening) whilst their child remains on the Provision Map. Annual reports will be submitted to parents relating to their child's progress in all areas of the curriculum.

Children who are deemed 'at risk', but do not necessarily meet such a criteria, may be added to the Provision Map for close monitoring.

When on the Provision Map and with interventions in place, the school will use the 'ASSESS – PLAN – DO – REVIEW' model for tracking effectiveness.

When students have made accelerated progress and are no longer deemed to need SEN intervention the management systems will be updated by the SENCo to show that support had been given, but is no longer needed. This step will include consultation with parents and the pupil.

The SENCo is responsible to ensuring the SEN Provision Map is up to date and this is revised termly and outcomes feedback to class teachers and the Head.

For those children deemed 'high need' ('High Need', formally SEN +, is defined as a pupil who requires external support from specialist provision, that is not available within the school), the SENCo will engage with specialists, such as Educational Psychologists, Behaviour Support and liaise with Health and Social Care agencies. Referral documentation will be completed by either the SENCo or the Headteacher in consultation with parents. The SENCo is responsible for all referrals made and a copy of all documentation will be held by the SENCo in the pupils SEN file. Children at this stage will have their needs outlined in an

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Individual Education Plan (IEP) which will be reviewed in consultation with Parents, Staff and Children three times a year. If at the review stage of the model, the SENCo, external specialists, parents and the child feel that despite appropriate intervention and support being in place, progress is not being made and the concerns remain, the school may make the decision to request an Education, Health and Care plan (EHC) or a Graduated Response for Individual Pupils from the Local Authority. The parents and the child will remain fully informed of and involved in this process.

A chronology of discussions, meetings and actions is kept in each pupils SEN file. The SENCo is responsible for ensuring this is up to date and is a true record.

Supporting pupils and their families.

Castle View Primary School will help to guide and support children and their parents by:

- Signposting them to the Local Authority Local Offer
- Provide a link on the website directly to the SEN information report.
- Establishing links with external agencies to support the family and the children.
- Signposting towards the school Admissions procedures.
- Providing additional support at times of transition.
- Managing the medical conditions of pupils in line with the schools policy.

Monitoring and evaluation of SEND provision

Castle View Primary School reviews the progress of SEND pupils by

- Termly Pupil Progress meetings.
- Performance management of Teachers and Teaching Assistants.
- Intervention data tracking.
- IEP reviews three times a year.
- Termly feedback to Governors of the Teaching and Learning Committee.
- Book Scrutiny
- Learning Walks
- Regular auditing of Parental, Pupil and Staff views by governors and SENCo.

Roles and responsibilities

The Governing Body in conjunction of the Headteacher will:

- determine the school's general policy with approach to provision for children with Special Educational Needs, establish the staffing and funding arrangements and maintain a general oversight of the school's work.
- appoint an SEN link Governor (B. Littlewood) to take particular interest in and closely monitor the school's work on behalf of the children with Special Educational Needs.

The Headteacher – Mrs Peat

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- holds responsibility for the day to day management of all aspects of the school's work including provision for all children with SEN.
- To work closely with the SENCo, to keep the governing body informed about the provision for children with SEN including the allocation of resources needed to meet individual needs.
- Ensure that staff responsibilities for Special Educational Needs are known to and understood by all.
- Ensure that all programmes for the identification and support of Special Educational Needs are followed.
- Ensure that the changing needs of pupils are monitored as they pass through the school.
- Ensure that the arrangements are made for the Annual Review of pupils with Statements or Education, Health and Care Plans.
- The budget allocated through the Statement of Special Educational Needs for any child is used to the best effect to support the identified needs.
- Ensure that school funded support staffs are deployed to most effectively support special needs within the school.
- Ensure that all staff are aware and suitably trained with regards the issues related to safeguarding of vulnerable children, including those with Special Educational Needs.
- Ensure that staff are suitably trained and have access to individual care plans for children with more intimate care needs.

SENCo – Miss Wilton

- To work closely with the Headteacher to help determine the strategic development of the SEN policy and provision.
- To have responsibility for the day to day operation of the school's SEND Policy.
- Co-ordinate provision for all the children with Special Educational Needs.
- Liaise with and advise colleagues.
- Advice Teachers and Teaching Assistants.
- Ensuring relevant information about individual children with Special Educational Needs is collected, recorded and updated ensuring there are appropriate IEPs and Care Plans are in place.
- Advice on the use of the school's delegated budget / other resource's to meet children's needs effectively.
- Liaise with the parents/carers of children with Special Educational Needs.
- Contribute to the in-service training of staff.
- Liaise with external agencies, including the Local Authority Support Services and Educational Psychology Services, Health and Social Services and voluntary bodies.
- Liaise with potential next providers of education to ensure all parties are informed and a smooth transition is secured.
- Work with the Headteacher and school governors ensuring that the school meets its responsibilities under the Equality Act 2010 re: reasonable adjustments and access arrangements, via accessibility planning
- Report to the Governing Body the impact of provision for children with Special Educational Needs at least 3 times a year.

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- Coordinate Annual Reviews for children with a statement of special education needs or Education, Health and Care plan.
 - To oversee the day to day operation of the Teaching Assistants, under guidance of the SENCo regarding the needs of the pupils.
 - Ensure all Teaching Assistants' timetables are regularly updated and adhered to.
 - Ensure Teaching Assistants are keeping records of progress when working with individual / groups of pupils.
 - To support the school community in matters of SEND that are not necessarily a result of, but may have an impact on, academic matters.
 - Liaise with staff and to initiate Team around the Family (TAF) needs.
 - Carry out a TAF with parents/carers.
 - To have regular TAF meetings with parents/carers and relevant outside agencies.
 - Report to parent/carers, staff and outside agencies any actions arising from the TAF.
 - Liaise with parents/carers to discuss concerns and issues around pupil needs.
 - Liaise with outside agencies and professionals, including the Multi-Agency Team (MAT), Child and Adult Mental Health Service (CAMHS) and School Health.
- Teaching and Non-teaching Staff
- To be fully aware of the school's procedures for identifying, assessing and making provision for pupils with Special Educational Needs.
 - To be aware of their responsibilities to children with Special Educational Needs as defined in the School Teachers Pay and Conditions Document (STPCD) 2014.
 - Take into account the type and extent of difficulty experienced by the pupil when planning and delivering the curriculum and assessment (TA's under the guidance of Teaching staff).
 - Take specific action to provide access to learning, for pupils with Special Educational Needs, working closely with representatives of other agencies who may be supporting the pupil.

Class teachers

- Classroom teachers are responsible and accountable for the progress and development of the pupils in their care.
- To plan teaching and learning opportunities that meet the needs of their pupils in accordance with the Teaching Standards.
- If pupils are not responding to high quality teaching and differentiation in class, the teacher will identify concerns at the earliest opportunity and complete an 'initial concerns form' and liaise closely with the SENCo and parents.
- To plan lessons to address potential areas of difficulty and to remove barriers to pupil achievement.

Storing and managing information

All documents are stored in line with the school's policy on Data Protection and Acceptable Use of IT.

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Inclusion

At Castle View Primary School we pride ourselves in being fully inclusive. We make child centred decisions and strive to ensure that all children are exposed to and receive the same opportunities as their peers regardless of circumstance. The school has an Equal Opportunities Policy which outlines, in detail, practices applied to secure this.

Complaints

Parents are encouraged to contact the school about any matter and can make an appointment to visit the school. If parents have a concern about their child's education, they should contact the Class Teacher, SENCo or Headteacher initially. Matters of school policy or professional issues can be referred to the Head Teacher or any member of the Senior Leadership Team (SLT). If the matter is unresolved, a member of the school SLT should make them aware of and give access to the schools Complaints Policy. If there are issues concerning a Statement of Special Educational Need, then the procedures to address this are set out in the Code of Practice 2014.

Reviewing the policy

This policy will be reviewed annually by the Governing Body and will be adjusted in line with any subsequent guidelines from the DfE or the LA.

Policy agreed by governors

Signed by the Chair of Governors:

Date:

Minute Number: