



Castle Hill Primary School

Special Educational Needs Policy 2020

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Date of Next Review: January 2021

Date of next Review: September 2019 Name of SENDCo: Mrs T Lund

This policy is reviewed annually in Autumn and complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2015) Section 6 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- Children and Families Act (2014)
- SEND Code of Practice 0 – 25 Section 6 (January 2016)
- Schools SEND Information Report Regulations (2014)

It should be read in conjunction with other relevant policies including our SEN Information Report.



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1. PRINCIPLES AND OBJECTIVES

Principles

At Castle Hill Primary School, we are committed to ensuring equality of education and opportunity for all our pupils. We aim to develop a culture of inclusion and diversity in which all are able to participate fully in the life of the school, ensuring all our pupils have all the support they need.

Special Educational Needs, Disabilities (SEND) is defined as, “***a significantly greater difficulty in learning than the majority of children of the same age and/or; a disability which either prevents or hinders a child from making use of educational facilities of a kind provided for children of the same age in schools within the area of the LEA***”. (SEND Code of Practice 2014; p.15: xiv)

At Castle Hill we believe that **all** teachers are teachers of pupils with special educational needs.

The SEND Policy is:

- A working document for all members of staff and governors
- A document of information and reference for persons with parental responsibility

The policy will be reviewed and adjusted in the light of legislative change and school relevance.

Aim

Our aim is to promote a whole school approach to SEND across both sites, supporting the core values of the school within a fully inclusive ethos and developing a high quality provision that meets the special educational needs of all children, enabling them to reach their potential through:

Equality: Valuing all children equally in their right to learn, achieve and participate fully in education and in the wider community regardless of their abilities and behaviours

Diversity: Recognizing and meeting the diverse needs of children through a range of flexible, responsive and varied provision, where reasonable adjustments are made that take into consideration the needs of all learners

Access: Ensuring that all children have access to a broad, balanced and relevant curriculum with high expectations that is differentiated to meet individual learning styles, recognising personal strengths and needs in a positive and caring environment.

Partnership: Working in partnership with parents and carers in meeting the needs of their children and in developing responsive and timely support for their child. Empowering children so that their voice is heard and heeded in decisions made about themselves and about wider developments in their support. Maintaining links with outside agencies and other relevant schools

Celebration: Celebrating children’s achievements and enhancing their self-esteem.



Objectives

- To identify and provide for pupils who have special educational needs and additional needs
- To work within the guidance provided in the SEND Code of Practice, 2014
- To operate a **“whole pupil, whole school”** approach to the management and provision of support for children with SEND
- To provide a Special Educational Needs Co-ordinator (SENDCO) who will work with this SEND Inclusion Policy (Accredited if required)
- To provide support and advice for all staff working with pupils with special educational needs.

2. WHOLE SCHOOL APPROACH AND ARRANGEMENTS FOR CO-ORDINATING EDUCATIONAL PROVISION FOR THOSE PUPILS.

Coordinating SEND Identification and Provision

All staff are responsible for the identification and teaching of pupils with SEND, but to different degrees. The following section outlines the roles and responsibilities for the staff at Castle Hill Primary School.

At Castle Hill Primary School the role of SENDCo includes:

- Responsibility for the strategic direction and development of SEND provision in the school.
- Monitoring the achievement of pupils with SEND e.g. through analysis of data and attending pupil progress meetings.
- Securing the attainment and progress of pupils with SEND.
- Ensuring full National Curriculum entitlement of pupils with SEND where appropriate.
- Coordinating provision for pupils with SEND.
- Reviewing, amending and monitoring the Special Needs policy in the light of the SEND Code of Practice and be responsible, jointly with the Head and governors, for the day to day operation of the policy.
- Liaising with parents.
- Providing class teachers and PTPs with advice on integrating children with special needs in the classroom and suggesting a variety of support strategies for pupils.
- Coordinating training (as and when needed) for all teaching staff to keep them up to date of the latest SEND information and guidance.
- Liaising with external agencies including Hampshire Educational Psychology Service (HEPS), Speech and Language Therapy (SALT), school health, Social Care, and voluntary bodies.
- Liaising with Teacher Advisors and HIAS inspectors, facilitating meetings where appropriate.
- Maintaining an up-to-date SEND Register and overseeing the records of all pupils with SEND
- Keeping up to date with current county and national practices for pupils with SEND and liaising with other SENDCos. Sharing this information with staff and contributing to in-service training
- Reporting to the Governing Body through the Governor for SEND on the effectiveness of the SEND policy, resources and provision required.



- Providing Framework for Enhanced Individual Pastoral support (FEIPs) to promote and support pupils' individual pastoral development
- Developing effective liaison between schools and Pre-school settings to ensure that there is good continuity in terms of support and progression in learning when pupils with SEND transfer into and from our school.
- Assisting in the reviews of PLPs to identify progress made and to develop new targets.
- Encouraging strong relationships between pupils with SEND and all staff, developing the involvement of pupils in decisions about their learning in order to make them feel they are listened to and their views are valued.
- The role of Designated Teacher with responsibility for children in care.
- Coordinating referrals to the Early Help Hub along with the Attendance/Inclusions Leader.

The Special Needs Team are Mrs T Lund (Greenbank) and Mrs M Horimoto (Rooksdown) with Mrs T Lund and Ms R Willmoutn (Deputy Headteacher) overseeing both sites.

At Castle Hill Primary School, the role of the Headteacher and Governing Body:

The Governing Body has a statutory duty to ensure that the needs of children with SEND are met. The Head teacher has overall responsibility for managing the provision of the education for pupils with SEND; he has the responsibility to keep the governing body fully informed.

The SENDCo and SEND Governor meet regularly, at least termly. The SEND Governor informs the Curriculum and Standards Committee who inform and update the Governing Body.

The SEND Governor at Castle Hill Primary School is Mrs M Rowe.

At Castle Hill Primary School, the Class Teachers role is:

The class teacher has responsibility for pupils with SEND within their individual classes. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have a Special Educational Need. (SEND Code of Practice, 2014)

Their role includes the following:

- Identifying pupils with SEND
- Seeking advice from the SENDCo when a child is causing concern
- Informing parents and carers when a child has been identified as having SEND
- Collation and analysis of data
- Writing, recording implementing and reviewing targets on PLPs (Personal Learning Plans) at SEND Support level and those on an Education, Health and Care (EHC) Plan
- Liaising with PTPs and the SENDCo and attending review meetings



- Liaising with parents regarding PLP targets and discussing ways in which they can be reinforced at home
- Giving consideration to classroom organisation, teaching materials, learning styles and differentiation. These should be developed so that the pupil is enabled to learn effectively.
- Maintaining files containing information, PLPs and guidance about pupils with additional needs.
- Attending annual reviews and other outside agency meetings (when required).

At Castle Hill Primary School, the role of the Professional Teaching Partners (formally Learning Support Assistants) is:

- Liaison with class teachers and the SENDCo regarding their involvement with children identified with SEND
- Working with individual/groups of children in or withdrawn from the classroom depending on individual needs
- Planning programmes with teachers for identified children
- Recording pupils' progress in interventions run by themselves
- Planning and implementing specialist programmes
- Involvement with review meetings for pupils with an EHC Plan.
- Attending training to support pupils with SEND
- Attending review and other outside agency meetings, where appropriate.

3. ADMISSION ARRANGEMENTS

At Castle Hill Primary our admission procedures for pupils with SEND correspond to Hampshire County Council's policy for all pupils.

4. SPECIALIST SEND PROVISION.

There is no specialist provision at Castle Hill Primary School (i.e. there is no unit for a specific area of need). Both sites (Greenbank Campus and Rooksdown Campus) are accessible for pupils with Physical Difficulties (PD).

5. SPECIAL FACILITIES TO INCREASE ACCESS

Castle Hill Primary School operates on two separate sites (campuses); both schools are two storey buildings. The Greenbank Campus, built in the 1970s underwent re-cladding refurbishment in 2013 and during that process the access was improved for persons/pupils with a disability; including removal of steps and inclusion of sloping entrances. All ground floor classrooms are wheel chair accessible.



The Rooksdown Campus was built in 2015 and was built in line with current accessibility legislation. The school has sloping ramps at specific entrances and a lift to the second floor. A fully equipped accessible WC is also available on this site.

6. ALLOCATION OF RESOURCES

The school is allocated a Notional budget for SEND. The Head teacher, SENDCos and Governing Body will discuss and deploy resources to ensure that the needs of pupils with SEND are met.

7. IDENTIFICATION, ASSESSMENT & REVIEW PROCEDURES

There are four areas of concern laid out in the New Code of SEND Practice (See Ch 6 paragraph 6:28 onwards). These are listed below;

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

Assessment and monitoring of all children is an integral part of teaching and learning and is identified in a number of ways:

- School records i.e. outcomes from Early Years Foundation Stage Profile (EYFSP) results, Y1 phonics screening, SATs Y2 and Y6, baseline assessment results, performance level descriptions within the National Curriculum
- Transfer documents
- Pupil Progress Meetings
- PLPs (records, assessment and outcome)
- Observation by class teacher/PTPs in a variety of contexts over a period of time
- Concern raised by staff/parents/carers with responsibility for the pupil
- Discussion with the pupil
- Standardised tests are used i.e. Salford/ Suffolk reading tests & Vernon Spelling tests
- Diagnostic tests such as: DST, Language Link (Infant and Junior) and Sandwell Diagnostic Maths Assessment.
- Reports from outside agencies e.g. (SALT, HEPs, PBS etc.)

Early Identification

The earlier a child with SEND is identified, the better. At Castle Hill Primary School staff are encouraged to monitor pupils who are just falling behind, these are often referred to as Early Intervention pupils. Progress is observed and assessed by the class teacher to provide information where a child is not making satisfactory progress, even though the teaching and learning has been differentiated. Concern expressed by a member of staff, parents/carers health



or social care professionals may also trigger intervention. An internal SEND referral is discussed with the SENDCo. Should the concern persist, despite this initial intervention, the pupil may be moved onto the SEND Register if he/she:

- Makes little or no progress even when teaching/learning approaches are targeted particularly in a child's identified area of weakness
- Shows signs of difficulty in developing literacy and/or mathematics skills which result in poor attainment in some curriculum areas
- Presents persistent emotional/behaviour difficulties which are not improved by the behaviour management techniques usually employed in the school
- Has sensory/physical difficulties and continues to make little/no progress despite the provision of specialist equipment
- Has communication/interaction difficulties and continues to make little/no progress despite provision of a differentiated curriculum.

The class teacher will inform the parents that SEND provision is being made for the child and consult them for their views. A PLP may be drawn up.

Graduated Approach to SEND Support

Early SEND Support

At the Early SEND Support stage, the SENDCo and class teacher decide on the action needed to help the child to progress in the light of their earlier assessment. SEND Support interventions are provided that are **additional to or different from** those provided as part of the school's usual differentiated curriculum.

The SENDCo and class teacher will:

- Collate relevant information
- If appropriate, collate further information from sources outside the school
- Draw up a series of PLPs that are pupil friendly, setting targets to ensure that progress is tracked and achievement identified and celebrated
- Monitor and review the pupil's attainment and progress on a termly basis
- Consult the pupil at each PLP review

Early SEND Support might include the following:

- Provision of different learning materials
- Specialist equipment
- Individual/group support with the class teacher or PTP
- Staff development or training in alternative strategies
- Adult time to plan interventions and/or monitor progress
- Occasional advice from outside agencies.



If a pupil continues to make little/no progress in learning or behaviour, the pupil will be moved to a higher level of SEND Support and school will seek further help from outside agencies such as the Educational Psychologist, Primary Behaviour Support and therapists in the Health Service.

Higher Level SEND Support

For those children whose needs are more complex they may be placed at a higher level of SEND Support where additional provision may be included to match specific needs. According to the needs of the child, support may be given in the following ways:

- Support may be given in or outside the classroom
- The learning programme may be delivered by the class teacher, or the PTPs
- Records will be kept of the pupil's progress, including behaviour logs, programmes and reports from outside agencies, ABC charts, PLPs, reading and spelling records where appropriate. Termly reviews involving the relevant staff will take place to monitor and update progress. This will be recorded on the pupil's PLP.
- Liaison between staff, parents/carers and the pupil as regards to programmes and strategies, takes place between the reviews where necessary i.e. a flexible system is available to meet the needs of the pupil.

At both levels of SEND Support, the school applies the Graduated Approach of:

ASSESS – PLAN – DO – REVIEW cycle described above to ensure the needs of the child are met.

Education, Health and Care Plan (EHCP)

Some children and young people may require an EHCP needs assessment in order for the local authority to decide whether it is necessary for it to make provision in accordance with an EHCP. The purpose of an EHCP is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. (SEND, Code of Practice, 2014, Ch 9)

Further information about formal assessment can be found in the following;

1. Education, Health and Care Plan. A guide for parents and carers.
2. SEND Code of Practice 2014 (Ch 9)

8. ACCESS TO THE CURRICULUM

Some pupils will be provided with additional English and/or maths support, emotional support or physical/speech therapy according to their identified SEND need in order for them to fully access the curriculum. A flexible approach to timetabling such provision is needed. The pupil is involved, through their PLP review with their teacher, in identifying his/her difficulties and strengths, in setting



goals, agreeing a development strategy and in the monitoring and reviewing of his/her progress. The PHSE curriculum teaches pupils about issues of disability, difference and valuing diversity. Advice will be sought from appropriate organisations on appropriate resources. The library resources are regularly reviewed by the English leader and Library Service to ensure they include books that reflect the range of SEND and come from a disability equality perspective. At Castle Hill Primary, staff also recognise the importance of increasing awareness of other forms of communication in classrooms e.g. visual timetables and we are researching Makaton.

9. INCLUSION

All pupils at Castle Hill Primary School have access to all educational, social and spiritual aspects of school life. Inclusion is continually developed by recognising that the school provides for the needs of all pupils in the community by:

- Working with pupils, parents/carers, governors and staff to embed inclusive practices
- Ensuring that staff have the necessary skills, capacity and confidence to provide for the diversity of children with special educational needs
- Identifying any barriers to inclusion that prevent a pupil from learning
- Matching levels of support as closely and effectively as possible to the identified needs of children and the development of inclusive provision for them
- Ensuring that Outreach Services from special schools and resourced provision in mainstream schools are accessed in providing support for children and staff
- Taking opportunities to improve and develop provision for children with special educational needs, through extended services cluster working, behaviour improvement partnerships and education improvement partnerships.
- Evaluating the success of provision.

10. EVALUATING THE SUCCESS OF THE PROVISION

The Head teacher, Governor for SEND and SENDCo will monitor the special needs provision and ensure that the policy is applied in practice. Evaluation and monitoring promotes an active process of continual review and improvement of provision for all pupils.

11. COMPLAINTS PROCEDURES

Where possible it is always best to try to resolve concerns amicably through the teacher or SENDCo. However, if the matter cannot be resolved, contact should be made with the Head teacher. The school's complaints procedure will be followed as appropriate, see Complaints Policy.



12. PROFESSIONAL DEVELOPMENT

Areas highlighted in the School Development Plan guide the relevant training required. The SENDCo disseminates to staff knowledge, materials, techniques, methods and information about training and availability of resources to meet individual needs through in service training. This includes nationally led initiatives such as the Inclusion Development Programme (IDP). The SENDCo regularly attends Local Authority SENDCo network meetings, in order to keep up to date with local and national updates in SEND. The SENDCo and PTPs are also encouraged to attend courses relevant to their personal development and to the school's needs, this links to their performance reviews.

13. LINKS TO SUPPORT SERVICES AND VOLUNTARY ORGANISATIONS

Where necessary and appropriate the school works in partnership with outside agencies such as;

- Specialist Teacher Advisors (STA)
- Educational Psychologists (HEPs)
- Speech and Language Therapists (SALT)
- Occupational Therapists (OT)
- Physiotherapists (PT)
- Child and Adolescent Mental Health Service (CAMHS)
- Primary Behaviour Support (PBS)
- Ethnic Minority and Traveller Support Service (EMTAS)
- Locality Team and other medical, social and welfare services.

Outreach support from staff from a special school may be available through consultation or teaching support to ease integration of children from special schools. The SENDCo makes any necessary arrangements for visits from outside agencies and forwards paperwork and reports to assist in any outside agency assessment.

14. WORKING IN PARTNERSHIP WITH PARENTS

At Castle Hill Primary School, partnership is vital as we value the role of parents/carers as important partners in their child's learning. We believe working together is crucial to meet the needs and potential of any pupil. Any parent may contact their child's class teacher immediately if they have a concern. The SENDCo can be contacted through the administrative staff or by email and she holds regular meeting with parents as appropriate. Contact with parents/carers is managed in the following ways:

- Home/school book
- Informal discussions
- Half-termly review meetings with teacher, parent and child
- Annual review meetings for pupils with an EHC Plan.
- Assessments/review with staff from outside agencies e.g. the Educational Psychologist
- Early Hub assessments and reviews
- Primary Behaviour Support reviews

The SENDCos are happy to meet parents/carers when there are issues to discuss, and as a school we have an 'open door' policy for any parents/carers who wish to raise concerns.



Parents/carers are given the opportunity to contribute views about their child and these may include:

- Views on their child's health and development
- Perceptions of their child's performance, progress and behaviour at school and at home
- Factors contributing to any difficulty
- Contribution to targets on the child's PLP
- Ways in which reinforcement of PLP targets can be carried out at home
- Action that the school may take

15. LINKS WITH OTHER SCHOOLS

The SENDCo attends SEND Cluster meetings and SENDCo Circles with pyramid schools to develop a localised support network. Our SENDCo liaises with SENDCos of feeder infant schools and receiving secondary schools; meetings are held if appropriate to ensure smooth transition. The Rookdown SEND team and EYFS team liaise with pre-school groups and nurseries e.g. Little Lambs Pre School, Blossoms and Stepping Stones.

Extra transition experiences are arranged during transitions into YR, Y3 and Y7 for pupils with SEND who need more support.

Review Date:

Given the current climate of reform in SEND, it is recommended that this policy is reviewed annually.



Glossary of terms

ABCC	Antecedent, Behaviour, Communication, Consequence
AEN	Additional Educational Needs
CAF	Common Assessment Framework
CoP	Code of Practice
CPD	Continued Professional Development
DEST	Dyslexia Early Screening Test
DST	Dyslexia Screening Test
DT	Designated Teacher
EHCP	Education, Health and Care Plan
EI	Early Intervention
EYFS	Early Years Foundation Stage
FEIPs	Framework Enhanced Individual Pastoral Support
HCC	Hampshire County Council
HEPs	Hampshire Educational Psychologists
IDP	Inclusion Development Programme
IPA	Inclusion Partnership Agreement
KS1	Key Stage 1
KS2	Key Stage 2
LA	Local Authority
LSA	Learning Support Assistant
P Levels	Performance Levels (Pre National Curriculum)
PBS	Primary Behaviour Support
PD	Physical Difficulty
PEP	Personal Education Plan
PLP	Personal Learning Plan
PTP	Professional Teaching Partner
PhAB	Phonological Assessment Battery
SATS	Standard Assessment Tasks/Tests
SEAL	Social and Emotional Aspects of Learning
SEND	Special Educational Needs & Disabilities
SENDCo	Special Educational Needs & Disabilities Coordinator
SDP	School Development Plan