



SEND Policy and Information Report

Castle Hill Primary School

Inclusion Statement

At Castle Hill Primary School all members of our school community will be listened to, valued, challenged and supported as individuals to recognise and achieve their aspirations, whatever it takes. We aim to make effective provision for the learning and teaching of all groups, regardless of age, gender, ethnicity, attainment or background, and to promote tolerance and understanding amongst all children. We are passionate about inclusion and it forms a key part of our school improvement plan.

SENDCo: Mrs P Lund (NASENCo accredited) Inclusions Manager, SENDCo and Deputy Safeguarding Lead

Approved by:	Mrs P Lund (SENDCo)	Date: June 2023
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Contents

1. Aims.....	2
2. Legislation and guidance	3
3. Definitions	3
4. Roles and responsibilities	3
5. SEN information report.....	5
6. Monitoring arrangements	10
7. Links with other policies and documents	11
8. Glossary of Terms.....	11

1. Aims

Our SEND Policy and Information Report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

Vision

At Castle Hill Primary School, we are committed to ensuring equality of education and opportunity for all our pupils. By raising the aspirations and expectations for all our pupils with SEND, we aim to develop a culture of inclusion and diversity in which all pupils are able to participate fully in the life of the school.

Aim

Our aim is to promote a whole school approach to SEND across both sites, supporting the core values of the school. By embedding a fully inclusive ethos and developing high quality provision, we aim to enable 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 behaviour

Diversity: Recognising and meeting the diverse needs of children through a range of flexible, responsive and varied provision, including making personalised adjustments as required

Access: Ensuring that all children have access to a broad, balanced and relevant curriculum with high expectations that is adjusted to meet individual learning styles. Personal strengths and needs will be recognised through a positive and caring environment.

Partnership: Working in partnership with parents and carers in meeting the needs of their children by developing responsive and timely support. Children will be empowered to voice their opinions and will be involved in decisions made about themselves and about wider developments in their support. Links with outside agencies and other relevant schools will be established and maintained.

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

Objectives

- To identify and provide for pupils who have special educational and additional needs.
- To work within the guidance provided in the SEND Code of Practice, 2015.

- To operate a “**whole pupil, whole school**” approach to the management and provision of support for children with SEND.
- To provide an accredited Special Educational Needs & Disability Co-ordinator (SENDCo) who will work with this SEND Inclusion Policy.
- To provide support and advice for all staff working with pupils with special educational needs and disabilities.
- To develop and maintain partnership and high levels of engagement with parents.
- To ensure access to the curriculum for all pupils.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools’ responsibilities for pupils with SEND and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools’ responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report

3. Definitions

Special Educational Needs and 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)

Special educational provision is educational provision that is **additional to, or different from**, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENDCo

The SENDCo is **Mrs P Lund**

Mrs Lund, our Inclusions Manager, has been a teacher at our school since 2003. She is now a fully accredited, non-class based SENDCo. She is also part of the Senior Leadership Team and is our deputy Designated Safeguarding Lead.

She will:

- work with the head teacher and SEND governor to determine the strategic development of the SEND policy and provision in the school, reporting on progress at review meetings
- monitor the achievement of pupils with SEND (including data analysis and attending pupil progress meetings)
- have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- provide professional guidance to colleagues and work with staff, parents and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- advise on the graduated approach to providing SEND support
- advise on the deployment of the school’s delegated budget and other resources to meet pupils’ needs effectively
- be the point of contact for external agencies, especially the local authority and its support services
- liaise with pre-schools, infant schools and potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned

- work with the head teacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- ensure the school keeps the records of all pupils with SEND up to date, including the SEND register
- keep up to date with current county and national practices for pupils with SEND and liaise with other SENDCos. She will share this information with staff and contribute to in-service training
- oversee the pastoral support for all children in conjunction with the pastoral team.

4.2 The SEND governor

The Governing body has a statutory duty to ensure that the needs of children with SEND are met. The SEND Governor is **Mrs C Bagan**.

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENDCo to determine the strategic development of the SEN policy and provision in the school

4.3 The headteacher

The headteacher will:

- Work with the SENDCo and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Identifying pupils with SEND and, in conjunction with the SENDCo, inform parents and involve them in planning support
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCo to review each pupil's progress and development and decide on any changes to provision on the child's PLP (Personal Learning Plan), including children at SEND support level and those on an Education, Health, Care (EHC) Plan
- 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
- Ensuring they follow this SEND policy

4.5 Professional Teaching Partners (PTP)

Each PTP is responsible for:

- 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.

5. SEND information report

5.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder and speech and language difficulties
- Cognition and learning, for example working memory difficulties and specific learning difficulties (eg dyslexia, dyspraxia)
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments.

5.2 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap
- 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.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and 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 meetings 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 Help Hub assessments and reviews
- Primary Behaviour Support reviews

The SENDCo is 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. Any conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take the parents' concerns into account
- Everyone understands the agreed outcomes sought for the child

- Everyone is clear on what the next steps are
- A PLP (Personal Learning Plan) will be drawn up which will include the views of the child and the parent. It will also set out the agreed targets that will be reviewed every half term with both parent and child.

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

5.4 Assessing and reviewing pupils' progress towards outcomes

We adopt the 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.

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)

At each level of support, we will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. As part of the transition process both into the school and for the next stage of their education we do the following:

- Meet with the previous setting to discuss children's needs
- If deemed necessary, children will have an IPA (Inclusion Partnership Agreement) meeting that involves professionals and parents to share the information that ensures the school is aware of all the needs of the child
- Arrangements will be made for the child to visit the school and meet staff before joining the school
- For children moving on to secondary school, receiving schools arrange to meet the class teachers and SENDCO to discuss needs
- If deemed necessary, a transition meeting will be arranged with professionals, parents and staff to share relevant information and agree targets for the next stage of their education
- Arrangements will be made for the child to visit their new school

5.6 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEND and so children will be taught, where possible, with their peers. Adaptations will be made to ensure they are able to access the curriculum. Examples of this might be individualised resources, such as word mats, or tasks broken down into achievable chunks.

Some children will need out of class interventions such as:

- Pre-teaching of texts before the lesson

- Precision Teaching of concepts (such as phonics or spellings)
- First Class Number
- Lego Therapy (to develop communication skills)
- Clever Hands (to develop fine motor skills)
- Speech and Language programmes

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example by giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

We have over 20 PTPs (Professional Teaching Partners) who are trained to deliver interventions such as Precision Teaching.

Teaching assistants will support pupils on a 1:1 basis when needed, for example a child that is developing their speech skills.

Teaching assistants will support pupils in small groups when a group of children in the class have the same need, for example if children are developing their communication skills.

Where appropriate, advice and support from external agencies will be sought. See section 5.14 below.

5.9 Expertise and training of staff

Our SENDCo has 4 years' experience in this role and has worked as a teacher since 2003. She gained her NASENCo accreditation in September 2020. She is non-class based and co-ordinates the needs of over 70 children across both school sites.

We have a team of over 20 teaching assistants (PTPs), including 2 who are qualified as higher level teaching assistants (HLTAs). Each PTP is trained to deliver SEND provision.

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. 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 and this links to their performance reviews. In recent years, staff have been trained in the needs of children with autism, managing the behavior of children with emotional and communication needs and how to support children with speech, language and communication needs.

5.10 Securing equipment and facilities

Certain children will need specialist equipment, such as personal laptops. These are supplied through the specialist teacher advisor service and are loaned to the school for use by the child.

Everyday equipment, such as pencil grips and wobble cushions, are supplied by the school.

5.11 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their targets on their PLP each half term
- Regularly reviewing the impact of interventions
- Using pupil questionnaires
- Monitoring by the SENDCo
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip to Stubbington Study Centre in Year 6.

All pupils are encouraged to take part in whole school events such as sports day, trips and school productions.

Both school sites have been adapted to accommodate children with disabilities.

At Greenbank

- Disabled access to the school gates, including disabled parking bays
- Ramp with handrail to access the playground
- Ground floor classrooms have level flooring for wheelchair access to the outside area
- Dedicated toilet to accommodate personal medical needs
- Library shelves at wheelchair accessible height

At Rooksdown, the campus was opened in 2015 and was designed to be fully compliant with legislation. It includes:

- Disabled gate access and dedicated parking bays
- A disabled lift in phase 1 of the building, with an installed EVAC chair
- Disabled toilets, including one wet room with a harness

The specialist teacher advisor for physical disabilities assesses the access arrangements for any new admissions and makes recommendations for adaptations. She visits at least annually to ensure that the site and any resources (such as chairs) are suitable.

Details can be found in the school's accessibility plan found here: <https://www.castlehillprimary.net/our-school/policies>

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school council
- We have a pastoral lead on both sites, Mrs Shephard at Rooksdown and Mrs Munde at Greenbank. They act as a trusted adult and children are invited to spend time in their dedicated room at both sites.
- PTPs work closely with the school ELSAs (Mrs Shephard at Rooksdown and Mrs Toobe at Greenbank) to offer immediate support to any children. Children needing more support will be referred for ELSA support.
- At Rooksdown, we have a FEIPS practitioner who offers a safe, play-based environment where children can be supported.
- In September 2021, the school staff have been trained in the Thrive approach. The school is now on its journey to becoming a Thrive school. Mrs Munde and Mrs Shephard are being trained as licensed Thrive practitioners.
- Other emotional support includes yoga delivered by trained PTPs and Therapeutic Writing by trained PTPs.

We have a zero tolerance approach to bullying.

5.14 Working with other agencies

We work with the following agencies to provide support for pupils with SEND:

- Hampshire Educational Psychology
- Primary Behaviour Support
- Maple Ridge Outreach

- Speech and Language Therapists
- Specials Teacher Advisors (Physical Disability, Communication & Interaction)
- Hampshire SEND department
- Physiotherapists
- CAMHs
- 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.

5.15 Complaints about SEND provision

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.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEND

The following agencies offer support to parents:

- <https://www.hampshiresendiass.co.uk/> (offering advice and support to parents)
- <http://www.hpcn.org.uk/> (Hampshire Parent Carer Network)
- <https://hampshirecamhs.nhs.uk/> (supporting children with mental health issues)

5.17 Contact details for raising concerns

In the first instance, concerns should be raised to the class teacher. If you feel this is not resolved, please raise your concern to the SENDCo via admin@castlehillprimary.net

5.18 The local authority local offer

The Children and Families Bill was enacted in September 2014. From this date, Local Authorities (LAs) and schools are required to publish and keep under review information about services they expect to be available for children with SEND aged 0-25. The LA refer to this as 'The Local Offer.'

Our local authority's local offer is published here:

<https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page>

5.19 Admission Arrangements of disabled pupils

The school ensures that on admission, all children with a medical or social need will be provided for. All adaptations will be made, where possible, to ensure that all children, including those with a disability and/or an EHCP will be admitted. Where possible, such children, will be admitted within the PAN. For physical access arrangements, the STAS will do a site visit in order to advise the school on any adaptations that need to be made in order to make the school accessible. Please refer to our admissions policy and accessibility plan for more information.

6. Monitoring arrangements

This policy and information report will be reviewed by the SENDCo and SEND Governor every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy is reviewed annually in the autumn term and complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (Updated 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 (Updated 2015)
- Schools SEND Information Report Regulations (2014)

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions

8. Glossary of Terms

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| ● CoP | Code of Practice |
| ● CPD | Continued Professional Development |
| ● 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 |
| ● HLTA | Higher Level Teaching Assistant |
| ● IPA | Inclusion Partnership Agreement |
| ● KS1 | Key Stage 1 |
| ● KS2 | Key Stage 2 |
| ● LA | Local Authority |
| ● PBS | Primary Behaviour Support |
| ● PD | Physical Difficulty |
| ● PLP | Personal Learning Plan |
| ● PTP | Professional Teaching Partner |
| ● SATS | Standard Assessment Tasks/Tests |
| ● SEND | Special Educational Needs & Disabilities |
| ● SENDCo | Special Educational Needs & Disabilities Coordinator |
| ● SDP | School Development Plan |
| ● STAS | Specialist Teacher Advisory Service |

This policy has been developed since it was first published in 2014 in conjunction with the SENDCo (Mrs Lund); the SEND Governor (Mrs Bagan); key parents of children with SEND.