



# Castle Newnham School

TRADITIONAL VALUES, BRIGHT FUTURES, ONE JOURNEY

## Special Educational Needs and Disabilities Policy

Governors' Committee:	Curriculum and Standards Committee
Adopted by the Governing Body on:	21/06/2022
Signed: (Chair of Committee)	
Signed: (Headteacher)	
Proposed date of review:	June 2023

## A. RATIONALE

This policy has been formulated with regard to the SEN Code of Practice: 0 to 25 Years (2015), the Equality Act (2010), the Children and Families Act (2014) and with regard to the DfE Code of Practice updates (2020).

- At Castle Newnham, we have high expectations and set suitable targets for all students.
- In this school a special educational need is defined in accordance with the SEND Code of Practice: 0 to 25 Years (2015)
- All students are entitled to access the full school curriculum and to take part in every aspect of school life, unless there is a specified modification or disapplication outlined in an individual student's EHCP (Education and Health Care Plan).

Our vision is for a highly successful educational journey through which each of our pupils can flourish in a safe, happy and stimulating school community from age 3-16. We have high expectations of pupils and strive to teach them a wide range of knowledge and inspire curiosity about the world. We encourage positive attitudes, contribution to community, resilience, creativity, integrity and kindness.

### Terms

- SEND refers to a Special Educational Need. "A person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others 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." (SEND Code of Practice: 0 to 25 Years, 2015)

Links to other policies:

- Equal opportunities policy
- Teaching and Learning
- Behaviour
- School admissions
- Safeguarding and Child Protection
- Mental Health and Wellbeing
- SEND Information report
- SEND Accessibility Plan
- Intimate Care Policy

## B. AIM

The specific aims of our SEND policy are as follows:

- To identify students with SEND and ensure their needs are assessed, provided for and regularly reviewed
- To ensure that students with SEND are offered full access to a broad, balanced and relevant curriculum and wider opportunities within the school
- To ensure that all learners make the best possible progress
- To ensure families are informed of their child's special needs and that there is effective communication between families and school
- To ensure that learners express their views and are involved in decisions about their education and how best to meet their own needs

- To promote effective partnership and involve outside agencies when appropriate

## C. PRINCIPLES

### The SEND Register

Students will be listed on the SEND register if they are in receipt of SEND provision according to the definition above. They will be listed as either having an Education, Health and Care Plan (EHCP) or as being in receipt of SEN support.

- If a pupil has an EHCP, the provision for the pupil will be determined by what is written on the EHCP and the Local Authority will provide support for this provision with funding.
- SEN support is a school based category and the support is determined by the school with input from parents, the student and specialist outside agencies where appropriate. The Assess, Plan, Do, Review (APDR) Process will define this.

Following the SEND Code of Practice, students listed on the SEND register will be identified as having needs in one of the following areas:

#### **Four Categories of SEND - Broad Areas of Need**

1. Communication and Interaction, including:
  - SLCN (Speech, Language and Communication Needs)
  - ASD (Autistic Spectrum Condition)
2. Cognition and Learning; when students learn at a slower pace than their peers, even with appropriate differentiation. They include:
  - MLD (Moderate Learning Difficulties)
  - SLD (Severe Learning Difficulties - where students are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication.)
  - PMLD (Profound and Multiple Learning Difficulties - where students are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.)
  - SpLD (Specific Learning Difficulties affecting one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.)
3. Social, Emotional and Mental Health Difficulties. They include:
  - Wide range of difficulties that manifest themselves in many ways e.g. becoming isolated, withdrawn, displaying challenging or disruptive behaviour. They may reflect underlying mental health conditions such as; anxiety, depression, self-harming, substance misuse, eating disorders or other physical symptoms that are medically unexplained.
  - ADD (Attention Deficit Disorder)
  - ADHD (Attention Deficit Hyperactive Disorder)
  - Attachment Disorder
4. Sensory and/or Physical Needs, including:
  - Visual Impairment
  - Hearing Impairment
  - Multi-sensory Impairment
  - Physical Disability

Castle Newnham Federation is aware that the following factors may impact on progress and attainment and will be considered, but that they are not a definitive indication of SEND disability (the Code of Practice outlines the “reasonable adjustment” duty for all settings and schools provided under current disability and equality legislation – these alone do not constitute SEND); attendance and punctuality; health and welfare; English as an additional language (EAL); being in receipt of Pupil Premium Grant; being a Looked After Child; being a child of a serviceman/woman.

It is also important to note that behaviour is no longer considered as a category of SEND. However, any concerns relating to a child’s behaviour could be described as an underlying response to a need which will have to be investigated further (refer to the School’s Behaviour Policy on the website [www.castlenewnham.school](http://www.castlenewnham.school)).

“Persistent disruptive behaviour or withdrawn behaviours do not necessarily mean that a child or young person has SEND. Where there are concerns, there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. If it is thought housing, families or other domestic circumstances may be contributing to the presenting behaviour a multi-agency approach, supported by the use of approaches such as the Early Help Assessment, may be appropriate.”(Send Code of Practice, 2015, 6:21 p.96)

The support offered to pupils on the SEND register will be personalised depending on their needs and abilities. We will monitor this at regular intervals using the assess-plan-do-review cycle (See section D)

## **Roles and Responsibilities**

### **Governing Body**

The Governing Body, in collaboration with the Primary Headteacher and Secondary Principal, determines the school’s general policy and approach to provision for pupils with SEND. A governor serving on the panel will be named as having responsibility for overseeing SEND provision within the school. The SEND governor will liaise with the Assistant Principal for Inclusion and report back to the full governing body. The Governing Body functions are set out in section 29 of the Children’s and Families Act (2014). The SEND Governor is Suzanne Jenkins.

The Assistant Principal for Inclusion will also act as the federation’s Mental Health and Wellbeing Lead.

### **Primary Headteacher/ Secondary Principal**

The Primary Headteacher and Secondary Principal have overall responsibility for the day to day management of all aspects of the school’s work, including provision for children with SEND. They keep the governing body fully informed and also work closely with the Assistant Principal for Inclusion and SEND.

### **Primary SENDCO**

The Primary SENDCO has a key role in determining the development of the SEND policy and provision for all primary students on the North and South site in order to raise achievement of primary children with SEND. The Primary SENDCO is line-managed by a Primary Deputy Head Teacher.

Key responsibilities are:

- Supporting the work of the Assistant Principal in ensuring a whole-federation approach to inclusion

- Overseeing the day to day operation of the school's SEND policy for primary students
- Co-ordinating provision for children with SEND in primary
- Liaising with and advising teachers
- Line managing Learning Support Assistants in primary (LSAs)
- Overseeing the records of children with SEND in primary
- Liaising with family and student support for social and emotional interventions
- Liaising with families of children with SEND in primary
- Liaising with external agencies

## Secondary SENDCO

The Secondary SENDCO has a key role in determining the development of the SEND policy and provision for all secondary students on the North site in order to raise achievement of secondary children with SEND. The Secondary SENDCO is line-managed by the Vice Principal for Curriculum and Standards.

Key responsibilities are:

- Supporting the work of the Assistant Principal in ensuring a whole-federation approach to inclusion
- Overseeing the day to day operation of the school's SEND policy for secondary pupils
- Ensuring that the graduated response is appropriately applied including the APDR cycle.
- Co-ordinating provision for children with SEND in secondary
- Liaising with and advising teachers
- Line managing Learning Support Assistants in secondary (LSAs)
- Liaising with family and student support for social and emotional interventions
- Overseeing the records of children with SEND in secondary
- Liaising with families of children with SEND in secondary
- Liaising with external agencies

## Staff Specialisms

- **Claire Kerridge; Assistant Principal Inclusion:** National SENCO Award; QTS; Qualified Access Arrangement Assessor,
- **Cat Magee; Secondary SENDCO:** National SENCO Award; Specialist Leader in Education, MA in Education and Leadership with a specialism in SEN, BA (Hons), QTS, Whole Education SENCO Coach
- **Emily Allen; Primary SENDCO:** QTS, BA (Hons) Primary Education with SEND Specialism

## Teaching Staff

All teachers are teachers of children with Special Educational Needs and they are accountable and responsible for the progress of all students in their class, including where students access support from LSAs/TAs or specialist staff. High quality teaching, personalised for individual students, is the foundation of support provided for students with SEND and teaching staff are responsible for planning and delivering lessons to meet the needs of all their students.

## Learning Support Assistants (LSAs)/Teaching Assistants (TAs)

LSAs/TAs work with the SENDCO and class teachers to provide support for children with SEND across the school, liaising with class teachers, maintaining records of the children they work with and attending reviews and meetings as appropriate.

## Parents of students with SEND

The school treats parents as partners and will report to parents and seek their views regularly about the progress their child is making. We welcome parental engagement and parents are encouraged to contact their child's form tutor and Primary or Secondary SENDCO as needed either by telephone or appointment.

The school works in partnership with parents/carers of students in accordance with guidance in the 2015 SEND Code of Practice: 0-25 Years.

- If the subject teacher has an initial concern about a student's progress, parents/carers will be invited to discuss this with the teacher at the earliest opportunity and be told of the strategies in place to help their child through the APDR cycle paperwork.
- If a decision is being considered to move a student on to the Special Needs register then parents/carers will be asked for their views prior to any decision being made. Parents/carers will be fully informed of any additional programme in place for their child. The review and register status is led by the APDR process.
- Parents/carers' views will be sought when a student's APDR is drawn up. Suggestions as to how pupils can be supported at home will also be given.
- Parents/carers are invited to each review and their comments are taken into consideration when deciding upon future action.
- In terms of an Annual Review for an EHCP, comments from parents/carers are sought prior to the review report being drafted and incorporated into the final report.

## Consulting Young People

Students are encouraged to participate in the decision making process about the support they require to enable them make progress and succeed in school. They are also encouraged to take responsibility for their own learning and become independent and resilient learners who strive to achieve their personal best.

Student's views will be sought and taken into account during the review process and at other key times throughout the year - APDR or OPP reviews. Student's views are also gathered within our in-house family and student support service. Students are identified by referrals made from class teachers, phase leads, Heads of Year into appropriate social and emotional interventions. In some incidents, this is also an avenue to prevent potential bullying and working with the pastoral team to put in appropriate measures. It may also be relevant for the family student support team to open up an Early Help Assessment working with stakeholders around the child and family to ensure timely and appropriate support is sourced.

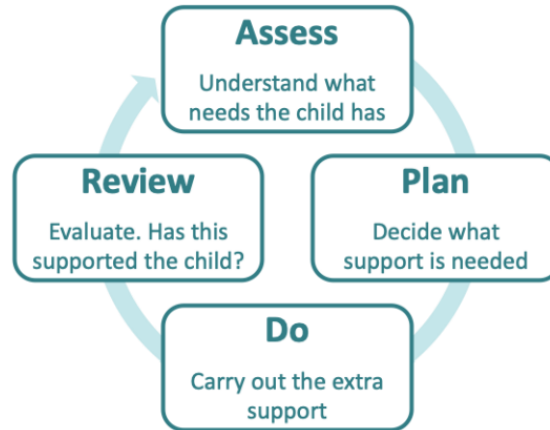
## D. PROCESSES

### Identification of pupils

Castle Newnham are committed to early identification of pupils with SEND in line with the Code of Practice. A pupil's SEND may be identified using information from a number of sources, including:

- Class/subject teacher
- Previous school(s)/educational setting(s)
- Concerns from a member of staff in school
- Concerns from a parent
- Data from assessments
- Information from a specialist agency working with the student or family

Students with SEND with or without an Education, Health and Care Plan, will have their needs assessed and monitored using an assess, plan, do, review cycle in line with guidance in the Code of Practice:



### **Assess**

When a student is initially identified as having SEND and at regular intervals thereafter, the Primary or Secondary SENDCO will undertake an assessment of their needs. This information used for this assessment may come from a variety of different sources, including feedback from teaching and support staff, information from parents and data from assessments and behaviour systems. This assessment will help to inform the support and interventions a student will require to ensure their needs are being met.

### **Plan**

When it is initially decided that a student will be provided with SEND support, the parents will be notified. At this stage of the process, support and intervention will be planned with clear rationale and outcomes decided. This support will primarily take place within the classroom setting. On some occasions, it may be more appropriate for support to be delivered outside of the classroom setting but this will be agreed with the class or subject teacher to minimise disruption to the student's main curriculum.

The plan for support will be communicated to all members of staff who work with the pupil and a review date will be agreed. Depending on the pupil's needs and phase of education, information may be communicated using one (or more) of the following methods:

- Education, Health and Care Plan
- Individual Education Plan
- One Page Profile
- Care Plan

### **Do**

The class or subject teacher will remain responsible for working with the student on a daily basis, using the support strategies identified. They will liaise closely with teaching assistants or specialist staff involved to plan, deliver and assess the impact of the strategies they are using. The Secondary/Primary SENDCO will support the class or subject teacher to offer advice or undertake further assessments of a student's strengths and weaknesses where necessary.

### **Review**

The effectiveness of the support and interventions will be reviewed termly or will be set at regular

intervals appropriate to the student's needs. Support will be revised in line with the pupil's progress and development. As part of the APDR cycle, we will review the following:

1. Standardised tests
2. Assessment data
3. Learning walks and observation
4. Book scrutiny
5. Qualitative comments from staff
6. Conversations with parents
7. Feedback from other professionals

### **Additional Needs**

At this stage a One Page Profile (OPP) is drawn up in consultation with parents/carers where possible, and the student. Occasional advice may be sought from external agencies to inform effective intervention. The OPP format in use allows for close monitoring of progress towards short-term outcomes, agreed with student and parents/carers, which are reviewed termly.

### **Involving specialists**

Where a pupil continues to make less than expected progress, despite support and interventions being matched to the pupil's area of need using the above process, Castle Newnham will consider involving specialist outside agencies. Parents will be involved in the decision to request specialist support for their child. At this stage, a SEN may be identified. Outside specialists may include:

- Educational Psychologists Autism Advisory Teachers
- SEND Advisors and Officers
- Speech and Language Therapists
- Occupational Therapists
- CHUMS or CAMHS

### **Special Educational Needs**

If a child is formally identified as having SEND, by an external agency, with the agreement of parents/carers, and support which is addition to or different from the rest of their peers, they are placed on the SEND register. If they are either not making expected progress or achieving at a considerably lower level than is within the national expectations for their age, a decision may be made to request formal assessment for an Education Health and Care Plan (EHCP). An application can only be made following two full cycles of 'Assess, Plan, Do, Review' from OPP covering at least two terms. On gathering all relevant advice about a student's progress the SEND team at the Local Authority may issue an EHCP outlining outcomes to be met and additional provision to be provided.

All subject teachers have a summary of their responsibilities for students identified as having Additional and Special Educational Needs through 'Everyone Included' and Provision Map.

Adults who work with children and young people with SEND should be aware of the additional needs children may have that could mean they are more vulnerable to abuse and/or less able to speak out if something isn't right. Some children may be vulnerable because they:

- have additional communication needs;
- do not understand that what is happening to them is abuse;
- need intimate care or are isolated from others;
- are dependent on adults for care.



## **In class support**

All students identified as having SEND are treated equally and given access to an appropriate curriculum. Within lessons, it is the teacher's responsibility to differentiate learning. Students with EHCPs are supported in class according to the requirements of their EHCP. Any additional support provided which is outlined in their EHCP, or otherwise, is carefully managed to ensure that it is effective, but not unduly intrusive, so that the student is included within the class as much as possible and develops independence. To enable access to the curriculum for students with SEN, the school provides:

- Specialist teachers
- Teaching Assistants
- Individual teaching programmes
- Individual timetables
- intervention resources
- Specialist equipment

## **Local Offer**

The purpose of the local offer is to enable parents/carers and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care. Castle Newnham's Local Offer can be viewed on the school website and Bedford Borough Council's Local Offer found on their website.

## **Review Meetings**

Parents/carers of students on the SEN register will be regularly updated regarding their child's progress. A review meeting will be held if progress is not in line with that which is expected or if there is an additional concern. If a decision is made at this meeting to draw up a new OPP or new targets, the SENCO will ensure this stored centrally on "Provision Map" for teachers and parents to view.

For students with an EHCP, reviews may be more frequent depending upon need. An annual review is also held to review progress towards objectives and outcomes outlined in the EHCP. A copy of the review report is sent to all invitees, including parents/carers and the SEN team at the Local Authority.

## **Transition Support**

Transition reviews for students with EHCPs joining Castle Newnham and for students in Year 11 moving onto other educational establishments are held within the timeframe for effective transition visits. Where possible, the SEND team attends Annual Reviews for new students joining and assists in reviewing pupil's "preparing for adulthood" targets. As young people prepare for adulthood, outcomes will reflect their ambitions, which could include higher education, employment, independent living and participation in society. Additional transition arrangements may be made at these reviews, eg additional visits. There are close links with feeder colleges and if a child has previously been identified as having SEND, early liaison with parents is made where necessary. Initial advice regarding a student's SEND is circulated to all staff before the student starts at the school. Parents are given the opportunity to discuss this before the student starts the school or at the Year 7 transition evening.

Students with Special Educational Needs that are moving between key stages will have transition arrangements in place via the OPP review process and maintaining a key worker system to ensure consistency throughout their school life.

## **Equal Opportunities**

The school is committed to providing equal opportunities for all regardless of race, faith, gender or capability, in all aspects of the school. We promote self and mutual respect and a caring and non-judgemental attitude throughout the school.

### **Complaints**

The school, wherever possible, works in partnership with parents/carers to ensure a collaborative approach to meeting student's needs. All complaints are taken seriously and are heard through the school's Complaints Policy on our website.

### **Arrangements for training**

Castle Newnham regularly reviews the training needs for all staff, taking into account both their individual professional development and school priorities. Training is provided for staff on SEND using the expertise of members of staff in school or, where appropriate, using external training providers.

### **Admissions arrangements**

Castle Newnham acknowledges its responsibility to admit pupils with recognised SEND as well as identifying and providing for those not previously identified as having SEND. The Primary Headteacher and Secondary Principal are responsible for the admission arrangements which are in line with those established by the Local Education Authority.

## **E. MONITORING, ASSESSMENT & EVALUATION**

Evidence of the effectiveness of this policy will be demonstrated with progress in learning or improvements in behaviour for children with SEND. This may be evidenced using one or more of the following methods within APDR cycle:

- Ongoing teacher and LSA/TA observations of the child in the daily classroom setting
- Records and evidence of the child's work showing progress towards age related expectations
- Evidence of progress towards targets at reviews
- Scores on standardised testing
- Records and evidence of the student's progress towards improving behaviour
- Discussion with the student about their progress
- Discussion with parents about the student's progress
- Discussion with outside agencies about the student's progress

The success of the policy will result in the needs of all children with SEND being met by:

- Having the systems in place to identify children with SEND as early as possible
- Making use of good practice in planning for, teaching and assessing children with SEND
- Regularly reviewing the child's progress against targets set
- Providing additional intervention if progress is not adequate
- Considering the wishes of the child at an appropriate level
- Having a positive and effective partnership with parents
- Encouraging a multi-disciplinary approach whenever appropriate

In line with national guidance, this policy will be reviewed and updated annually.