



Approved by Governors (date) .....  
Headteacher .....  
On behalf of Governors .....

### Special Educational Needs (SEN) Policy

***“All children have the right to a good education and the opportunity to fulfil their potential. All teachers should expect to teach children with special educational needs and all schools should play their part in educating children from their local community, whatever their background or ability.”***

Castle View School is committed to offering its children an inclusive curriculum and educational experience to ensure the best possible progress and outcomes for all, whatever their needs or abilities. We are committed to working with parents at every stage to ensure this can be effectively implemented with high impact.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (June 2014) 3.65 and the section 69 of the Children and Families Act 2014. This policy has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (June 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

The SEND Code of Practice 0 – 25 (June 2014), describes Special Education Need as:

- A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
  - Has significantly greater difficulty in learning than the majority of others of 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..

### INTENT

#### Aims and Objectives

- To create an environment that meets the special educational needs of each child
- To be flexible in planning and teaching and learning approaches in order to recognise the needs of all pupils as individuals and ensure progress.



- To ensure that the special educational needs of the children are identified, assessed and provided for.
- To ensure where specialist equipment is needed, it is provided for.
- To make clear the expectations of all partners in the process.
- To identify roles and responsibilities of staff in providing for children's special educational needs.
- To enable all children to have full access to all elements of the school curriculum.
- To ensure that parents/carers are able to play their part in supporting their child's education and are informed at every stage.
- To give parents/cares update information about their child's entitlement within the SEND frame-work.
- To ensure parents/carers have access to information, advice and support during assessment and any related decision-making processes about SEND provision.
- To provide parents/carers with information about the Parent Partnership Service (PPS) to all parents of children with SEND. Parents of any pupil with SEND may contact the P.P.S. for independent support and advice.
- To ensure that our children have a voice in this process and are clear on their progress and targets.
- To liaise with external agencies where appropriate to gain guidance and extra provision or support to enhance children's experiences and learning.

Castle View Primary and Nursery School is a mainstream primary school and provides a broad and balanced curriculum for all children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Children who have significantly greater difficulty in learning than the majority of others the same age or have a disability which prevents or hinders them making use of facilities will gain additional support by the school.

We aim to meet the definition of Special Educational Needs (SEN), as stated in The Special Educational Needs and Disability Code of Practice: 0-25 years. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need additional or different help from that given to other children of the same age. These requirements may be needed throughout a child's school career, or for short periods at any time of their schooling.

This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

"A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age" (2014 CoP 6.15).

"Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN" (2014 Cop 6.23)



There are four broad categories of need:



1. Communication and interaction
2. Cognition and Learning
3. Social, emotional and mental health difficulties
4. Sensory and/or Physical needs

These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. At Castle View School, we identify the needs of pupils by considering the needs of the whole child not just the special educational needs of the child or young person.

There are many other factors which are not considered as SEN but may impact on progress and attainment:

- Disability (The Code of Practice outlines the “reasonable adjustment “duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

### **Management of SEND**

Lauren Mulholland is the school’s Special Educational Needs Co-ordinator. The designated governor for SEND is Vanessa Edwards. The SENCOs responsibility is to:

- manage the day-to-day operation of the policy and the inclusion policy;
- co-ordinate the provision for and manage the responses to children’s special needs;
- support and advise colleagues;
- oversee the records of all children with special educational needs;
- act as the link with parents and carers;
- act as the link with external agencies and other support agencies;
- monitor and evaluate the special educational needs provision, and report to the governing body;
- manage a range of resources, both human and material, to enable appropriate provision to be made for children with special educational needs;
- contribute to the professional development of all staff.

The SENCO can be contacted via the school’s contact phone number (01928563970) or by making an appointment via the school office.



### **Roles and responsibilities**

We recognise that the identification of a child's need can be made by a number of people including; parent, G.P, Health Visitor, previous teacher/educator, Educational Psychologist and SENCO (Special Educational Needs Coordinator).

- Early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.
- The class teacher and the SENCO assess and monitor the children's progress in line with existing school practices. This is an ongoing process.
- The SENCO works closely with parents/carers and teachers to plan an appropriate programme of support. For example, a Pastoral Support Plan may be put in place when needed.
- The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.
- When appropriate other assessment strategies can be used to monitor the small steps of progress being made by the child such as BOXALL and PIVATS.
- Follow the graduated approach in line with the local authority
- The LA seeks a range of advice before making a formal decision for next steps. The needs of the child are considered to be paramount in this.

### **IMPLEMENTATION**

#### **Assessment and Identification**

All children are assessed when they enter our school (see Assessment Policy), so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children. The progress of all pupils is tracked and individual needs met with appropriate provision. Provision is provided through 3 waves;

Wave 1: Quality whole class teaching, including appropriate differentiation, appealing to a range of learning styles, AfL, target setting etc.

Wave 2: Group Intervention – use of appropriate different resources from that in wave 1 setting.

Wave 3: Targeted individual provision on a 1:1 basis.

A range of formative assessments are used to help monitor the progress of all children within the school and support the identification of SEND. Assessments implemented include:

- Rising Stars termly assessments – Years 1 and 2 PIVATs – to assess and monitor small steps of progress.
- Writing assessment – moderated by whole school staff.
- NFER for English and Maths
- Progress in English – reading and writing
- Progress in Maths
- Science knowledge assessments
- Science skills assessments
- Speaking and listening assessment
- Phonics screening tests



- Benchmarking
- Written History and Geography assessments



As well as this, staff meeting time is used to moderate the attainment of all pupils in other areas of the curriculum, including Geography, History, RE, PE etc.

Teachers will make regular, day to day assessments to monitor progress towards children's individual targets. All teachers are clear on individual targets set for each child in their class and are accountable for planning for their progression.

A range of other assessments will be implemented to aid identification, including the Boxall Profile and Wellcom.

**Teachers and other support staff respond to children's needs by:**

- providing support for children who need help with communication, language and literacy;
- planning to develop children's understanding through the use of all their senses and of varied experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their Social Emotional and Mental Health needs, particularly trauma or stress, and to take part in learning.

The school has a comprehensive and detailed provision map which is monitored regularly and assessments analysed to ensure provision matches pupil needs. At Castle View we have a plethora of intervention strategies to support a range of learners. Not all learners targeted for intervention are identified as SEND.

**Provision**

All learner's needs and varying learning styles are planned for through effective differentiation. However, if our assessments show that a child may require additional support, we use a range of intervention to suit the child's needs. The child's class teacher will offer such interventions where appropriate through the implementation of an Additional Support Plan. The class teacher will keep parents/carers informed and draw upon them for additional information. The Special Educational Needs Coordinator (SENCO), if not already involved, will become involved if the teacher and parents feel that the child would benefit from further support. The SENCO will then take the lead in further assessments of the child's needs.

A file is opened on the pupil at this stage, in order to provide easy access to information for all professionals involved with the pupil. We will record, in an Additional Support Plan (ASP), the positive steps taken to support the child. The ASP will show the short-term, achievable and measurable targets set for the child, and the teaching strategies to be used. It will also indicate the planned outcomes and the date for the plan to be reviewed. In most cases, this review will take place at least three times a year to monitor the effectiveness of the strategies implemented. We endeavour to ensure the child is fully involved in the setting of these targets and also the review. All staff have received training for strategies to gain the child's views in this part of the process.



If the ASP review identifies that support is needed from outside services, we will consult parents prior to any support being actioned. In most cases, children will be seen in school by external support services. This may lead to additional strategies or strategies that are different from those used previously. External support services will provide information for the child's new ASP. The new strategies in the ASP will, wherever possible, be implemented within the child's normal classroom setting. Where required, particularly for children with Social, Emotional, Mental health and Behavioural needs, a Boxall assessment will be completed by the SENCO and teacher and a Pastoral Support Plan will be put in place with support from the child and their family. The school carefully allocates the entitled time provided by the education psychology service to target pupils. Support can be sought from a range of agencies including:

- Educational Psychology Service
- Education Welfare Team
- Outreach support from specialist teachers
- Occupational therapy and physiotherapy
- Family Support and IWIST
- Child and Adolescent Mental Health Team
- Local Authority SEN team
- Bridgewater Speech and Language team
- ELSA trained Staff in school to provide SEAL group

If the child continues to demonstrate significant cause for concern, a request for an Education and Health Care Plan (EHCP) will be made to the LA. A range of written evidence about the child will support the request.

#### **The role of the governing body:**

The governing body has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs.

The governing body does its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children. They consult the LA and other schools, when appropriate, and report annually to parents on the success of the school's policy for children with special educational needs. The governing body ensures that parents are notified of any decision by the school that SEN provision is to be made for their child.

The governing body has identified a governor to have specific oversight of the school's provision for pupils with special educational needs. The 'responsible person' for Castle View is the Vanessa Edwards. The deputy headteacher ensures that all those who teach a pupil requiring an Education and Health Care Plan are aware of the actions and recommendation in place around this.

The SEN Governor ensures that all governors are aware of the school's SEN provision, including the deployment of funding, equipment and personnel.



### **Allocation of resources:**

The SENCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with and Education and Health Care Plan.

The SENCO produces a SEN report to the governing body of how the funding allocated to support special educational needs has been used.

### **IMPACT**

#### **Access to the curriculum:**

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable them to:

- understand the relevance and purpose of learning activities;
- experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning. We also have a positive assessment strategy of using pupil's self and also peer assessment to enhance their understanding of next steps to achievement.

Additional Support Plans (ASP's), which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing steps of attainment into finely graded steps and targets, we ensure that children experience success. ASPs are designed to be accessible to the child so that they understand their targets and can track their own progress. Children are clear on their targets and what efforts are being made to make progress towards these. Targets in ASPs are SMART (Specific, Measurable, Achievable, Relevant and Timed). The SENCO holds PDMs (Professional Development Meetings) to support the generation of effective, working, ASPs so as to support teachers in the development and implementation of these. Class teachers develop ASPs with their own children to ensure that the effective intervention is put in place and is in line with their day to day observation and assessment.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Our small class sizes play a significant role in meeting individual pupil needs. There are times, though, when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

#### **Partnership with parents:**

The school works closely with parents/carers in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents. The home-school agreement is central to this. Parents/carers have much to contribute to our support for children with special educational needs.

We inform the parents/carers of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.



We hold parents' evenings three times a year to allow further dialogue around their child's progress and learning needs.

We invite parents/carers into school to monitor their children's work and outcomes.

We invite parents/carers to celebrate their children's achievements through school performances and curriculum afternoons.

We inform parents/carers of their child's level of attainments formally twice a year through report and provide time to reflect on this at parent evenings.

**Pupil participation:**

In our school we encourage children to take responsibility and to make decisions. This is part of the culture of our school.

Children are involved at an appropriate level in setting targets in their ASPs and in ASP review meetings.

Children are encouraged to make judgements about their own performance against their ASP targets.

We recognise success here as we do in any other aspect of school life.

**Monitoring and review:**

The SENCO monitors the progress of children within the SEN system in school. The SENCO provides the Headteacher with regular summaries of the impact of the policy on the practice of the school.

The SENCO is involved in supporting teachers involved in drawing up Additional Support Plans for children. The SENCO and the Headteacher hold regular meetings to review the work of the school in this area.

**Transition**

The school liaises with secondary school staff as children make their transition to year 7. The same approach is adopted when children change to a new educational setting.

The governing body reviews this policy annually and considers any amendments in the light of the annual review findings. The SENCO reports the outcome of the review to the full governing body.

Reviewed – September 2021

Next Review – September 2022

Named Governor: Mrs Vanessa Edwards

SENCO: Miss Lauren Mulholland