



Special Education Needs/Disability Policy

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 - 25 (June 2014) 3.65 and 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
- Safeguarding and Child Protection Policy
- Disability and Accessibility Plan
- Teachers Standards 2012

This policy has been co-produced by the Barton Local Collaborative Trust SENCO Network, in consultation with the SEND Governor, the Senior Leadership Team, and all staff.

Staff Roles and Contact Details

Headteacher	Mrs M Potterton
SENCo	Mrs N Roberts
Learning Mentor	Mrs M Cook
SEND Governor	Mrs H Steven

Introduction

The school's objectives for pupils with SEND:

- To create an environment that meets the special educational needs of each child.
- To ensure that the special educational needs of children are identified, assessed and provided for.
- To make clear the expectations of all partners in the process.
- To identify the roles and responsibilities of staff in providing for children's special educational needs (every teacher is a teacher of special educational needs).
- To ensure that parents are able to play their part in supporting their child's education.
- To ensure that all children are at the heart of the process.

At Castledyke School we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community.

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations.
- require different strategies for learning.
- acquire, assimilate and communicate information at different rates.
- need a range of different teaching approaches and experiences.

This policy refers to children and young people with special educational needs and disabilities (SEND) including why and how Castledyke School works with them. The guiding principle informing this policy is ensuring that children and young people with SEND are given equal opportunities to fulfil their academic and personal potential and are enabled and encouraged to feel worthy and important members of the school community.

The Education Act 1996 states that a child has special educational needs if he/she has a significantly greater difficulty in learning than the majority of children in the same age group or has a disability which either prevents or hinders him/her from making use of educational facilities of a kind generally provided for children of the same age group in mainstream schools within the local authority (LA). Special educational provision includes that which is additional to, or different from the provision generally made for pupils of the same age.

The Disability Discrimination Act (DDA) 1995 defines disability as 'a person with a physical or mental impairment which has a substantial long-term adverse effect on their ability to carry out normal day-to-day activities.' Thus the legal definition of disability is not the same as the definition of special educational needs.

It is therefore possible to be disabled under the DDA and not have SEN, and vice versa. It is also possible to be both disabled under the DDA and have SEN.

Pupils with SEN and/or disabilities admitted to Castledyke School could have difficulties with one or more of:

- cognition and learning
- communication and interaction
- social, emotional and mental health
- sensory and/or physical

Aims

At Castledyke School, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils regardless of their needs or abilities. We aim to give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible.

'Pupils have Special Educational Needs if they have a learning difficulty which calls for special educational provision to be made for them.'

Our school provides a broad and balanced curriculum for all children. The **National Curriculum** is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they have special needs and require particular action by the school. These requirements are likely to arise as a consequence of a child having special educational needs. 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. Children may have special educational needs either throughout or at any time during their school career.

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.

The aims of this policy are:

- to ensure that the school complies with the requirements of the **SEND Code of Practice 2014** and other statutory guidance and are implemented effectively within the school.
- to ensure that our expectations of every pupil with special educational needs and/or disabilities are sufficiently high and they are presented with maximum opportunity to achieve economic wellbeing.

The specific aims/objectives of our SEND policy are as follows

- To identify pupils with special educational needs and disabilities and ensure that their needs are met.
- To ensure that pupils with special educational needs and disabilities are included in all (appropriate) activities of the school.
- To ensure that all learners make the **best** possible progress.
- To ensure parents are informed and involved in the processes surrounding their child's special needs and that there is effective communication between parents and school.
- To ensure that learners have the opportunity to express their views and are fully involved and supported in decisions which affect their education.
- To operate a 'whole pupil, whole school' (NASEN updating SEND Policy, 2014:3) approach to the management and provision of support for special educational needs.
- To ensure that the named Special Educational Needs Co-ordinator (SENCo) works within the SEND Inclusion policy and follows the SEND Code of Practice 2014.
- To provide support and advice for all staff working with special educational needs pupils.
- To promote effective partnership and involve outside agencies when appropriate.

Objectives of the governing body in making provision for pupils with SEND

- Do its best to ensure that the necessary provision is made for any pupil who has SEND.
- Determine the key responsibilities of the SENCo and monitor the effectiveness of the SENCo in undertaking those responsibilities.
- Make sure that all staff are aware of the importance of identifying and making provision for pupils with SEND.
- Make sure that parents are notified of a decision by the school that SEND provision is being made for their child.
- Make sure pupils with SEND, experience a broad and balanced curriculum, as appropriate to their needs.
- Make sure, when a child has been identified as having SEND, the SENCo disseminates this information to all relevant staff.
- Ensure that all staff are aware of the SEND policy of the school.
- Ensure all staff work appropriately with SEND children.
- Have regard to the SEND Code of Practice 2014 when carrying out its duties toward all pupils with SEND.
- Ensure the school's SEND policy and School SEND Information Report is accessible to all parents via the school website and paper copy if required.
- Consult the L.A. and support collaborative working within the Barton Local Collaborative Trust.

Admissions

The Governing Body has agreed with the L.A. admission's criteria which do not discriminate against pupils with special education needs or disabilities and its admission's policy has due regard for the guidance in the SEND Code of Practice 2014. Parents or carers seeking the admission of a pupil with mobility difficulties are advised to approach the school well in advance so that consultations can take place and suitable arrangements made for that child's admission.

Implementation

The school has regard to all the requirements of the SEND Code of Practice 2014. The SEND Code promotes a common and graduated 4 stage approach (assess, plan, do, review). The impact of this cycle is then considered before planning the next. It recognises that there is a continuum of SEND. In order that children make at least expected progress, increased specialist expertise may be required.

Co-ordination of the school's special educational provision

- It is the responsibility of the SENCo to monitor the provision of education for pupils with special educational needs at the school.
- A list of all teaching and support staff can be found in the school's prospectus.

The arrangements for co-ordinating the provision of education for pupils with special educational needs at the school

- Identification and Assessment of special educational needs:

The school is committed to early identification of special educational needs and adopts a graduated response to meeting special educational needs in line with the SEND Code of Practice 2014. The four broad categories of need (cognition and learning, communication and interaction, social, emotional and mental health and sensory and/or physical) detailed in the Code give an overview of the range of needs covered but as a school, we identify the needs of the whole child which will include not just their special educational need(s).

For a pupil to be categorised as SEND Support and in need of intervention, a range of evidence is collected through the usual assessment and monitoring arrangements. If this suggests that the child is not making the expected progress, the SENCo, with all stakeholders, will decide whether additional and / or different provision is necessary.

- Provision/Action

Provision or action that is additional to or different from that available to all will be recorded in an Individual Education Plan (IEP) and/or Individual Behaviour Plan (IBP). This will be produced collaboratively between the class teacher, SENCo, the pupil, parents and carers. It may also involve consultation and advice from external agencies. The support plan will be reviewed and amended as necessary.

The support plan will set targets for the pupil and will detail:

- clear next steps
- notes from discussions
- outline of parental support or involvement at home
- agreed date of review
- a note where pupils are making limited progress an outline of specialist service to be accessed and to what end
- suggestions on effective teaching approaches
- note of appropriate equipment, materials or software
- intervention strategies
- pupils views - ambitions/ goals and how they like to learn

If, despite significant support and intervention at SEND Support level, the school has evidence that a pupil is making insufficient progress we may seek further advice and support from outside professionals. These professionals will be invited to contribute to the monitoring and review of progress. Pupils and parents will be fully involved and kept informed about the involvement of external agencies and proposed interventions.

For pupils who have an Education Health Care Plan (EHCP), their progress and the support outlined in their EHCP will be reviewed annually and a report provided for the Local Authority. If a pupil makes sufficient progress an EHCP may be discontinued by the Local Authority. This will be in addition to the review of support plan.

SEND Provision

All teachers at Castledyke School are teachers of pupils with SEND and are responsible and accountable for the progress and development of all pupils in their class, including when a pupil accesses support from teaching assistants or specialist staff. High quality first teaching is the school's first response to pupils who may have SEND. As a school, we believe that additional interventions cannot compensate for lack of quality first teaching.

Access arrangements

All teaching staff should make relevant provision for children with SEND undertaking statutory and non-statutory assessments. Reference should be made to current Government guidelines and online documents where appropriate.

Outside Agencies

Outside Agencies play an important part in helping the school identify, assess and make provision for pupils with special educational needs, which can include:

- Education Welfare Officer
- Educational Psychologist
- Hearing and visual impaired services
- Austistic Service Education Team
- CAMHS (Children and Adult Mental Health Service)
- Education Preparation Unit
- Speech and Language Therapy Team
- Occupational Therapy
- St Luke's outreach
- SENDIASS (Parent Partnership)
- Primary Behaviour Support Service
- Education Inclusion Service
- School nurse
- Children and Young Peoples services
- New Horizons
- Family Support Services

SEND Transition

- Wherever possible, the Secondary SENCo will be invited to attend Year 5/6 annual reviews of pupils with an EHCP.
- SENCo/Foundation staff liaise with pre-school providers in the summer term to identify and plan to support children with known SEND.
- Teaching and support staff will identify pupils new to the school who may require additional support.
- Parents are encouraged to contact the SENCo if they have concerns about the progress of their child.

Procedures used by the school for working with SEND pupils

Once a pupil is identified as having SEND, they are placed on the school's SEND register and categorised as requiring SEND Support. A support plan is created, shared with all staff and the intervention is determined.

The procedures follow the SEND Code of Practice 2014. The school employs a graduated response (assess, plan, do, review) for those pupils with an IEP, IBP or EHCP.

- Assess** this involves clearly analysing the pupil's needs based on progress and attainment, views of the pupil and parents/carers, and any reports by external agencies
- Plan** support plan is created in consultation with parents/carers and pupils
- Do** class teachers are responsible for the implementation of the support plan including directing support programmes and interventions
- Review** the support plan will be reviewed by teachers at regular intervals to evaluate impact including views of pupils and parents/carers

- The SENCo, with teaching staff, parents and the child are involved in the review of the IEP/IBP and decide upon the next steps.
- If it is felt by all involved, that the school alone cannot meet the needs of the pupil then the SENCo will begin collating evidence for the application of an Education Health Care Plan.
- If a pupil makes expected progress and it is sustained across the curriculum, and all stakeholders are in agreement, then the pupil will exit the SEND register but their progress will be monitored closely at the normal school assessment periods.

Supporting pupils and families

(a) The role played by parents of children with SEND:

- The school will ensure that parents and pupils are involved in all discussions and decisions about what SEND provision should be made.

- Castledyke School recognises that parents hold key information, knowledge and experience to contribute to the shared view of the best way to support behaviour and learning. The views of the pupils and their parents will be heard and incorporated into the planning to meet their needs.

(b) Local Offer:

- The local offer for North Lincolnshire can be found on their designated website. This holds all relevant information on education, health and social services; as well as links to the school's SEND Information Report.
- The school's SEND Information Report can be found on the school website.

Supporting pupils at school with medical conditions

The school recognises that pupils at school with medical conditions should be properly supported and the school will comply with its' duties under the Equality Act 2010 (see School's Supporting Pupils at School with Medical Conditions Policy)

Arrangements for providing access to a balanced and broadly based curriculum for pupils with SEN and/or disabilities

- Pupils with SEND do not follow a different curriculum to other pupils. Where appropriate, reasonable steps are taken to modify the curriculum for pupils with SEND.

Staffing arrangements

Different aspects of special educational needs provision are supported by class teachers, SENCo, teaching assistant support, learning mentors, specialist teachers and health professionals.

a) The SENCo is responsible for:

- overseeing the day-to-day operation of the school's SEND policy;
- liaising with and advising fellow teachers;
- managing the SEND teaching assistants, Behaviour teaching assistants and Learning Mentor;
- overseeing the work of the school counsellor;
- coordinating provision for pupils with special educational needs;
- overseeing the records on all pupils with SEND;
- liaising with parents of pupils with SEND;
- contributing to the in-service training of staff
- liaising with external agencies, including educational psychology services, medical and social services and voluntary bodies.
- reporting and reviewing the progress of SEND pupils for the Governing body; and

b) In relation to each of the registered pupils who have SEND:

- identifying the pupil's SEND;
- monitoring the effectiveness of any SEND provision made for the pupil;
- securing relevant services for the pupil where necessary;
- ensuring that records of the pupil's SEND and the SEND provision meet those needs are maintained and kept up to date;
- liaising with and providing information to a parent of the pupil on a regular basis about that pupil's SEND and the SEND provision being made for those needs;
- ensuring that, where the pupil transfers to another school or educational institution, all relevant information about the pupil's SEND and the SEND provision made to meet those needs is conveyed to the governing body or (as the case may be) the proprietor of that school or institution; and
- promoting the pupil's inclusion in the school community and access to the school's curriculum, facilities and extra-curricular activities.

Resources allocated to and amongst pupils with SEND

- Teaching Assistants are allocated to undertake specific programmes and interventions identified.
- Purchase and maintenance of specialist software.
- Additional resources and specialist equipment are purchased when necessary.

Monitoring, evaluation and review

- Provision for pupils with SEND is continually reviewed taking feedback from Staff, parents and pupils. This is then included in the regular review of the support plan.
- Changes in provision are recorded on the support plan to reflect this feedback and assessment.
- The overall progress and attainment of SEND pupils is reported by the SENCo to the Governing Body.

Parental Concerns/ Complaints

If parents are concerned about any aspect of SEND provision at the school they are encouraged to contact the SENCo initially. Additional support and advice can be accessed through SENDIASS.

Arrangements are made by the governing body relating to treatment of complaints from parents of pupils with SEND concerning the provision made at the school should in the first instance be directed to the class teacher/SENCo. However, should a parent feel that his/her complaint has not been dealt with satisfactorily by the class teacher/SENCo he/she has the right to refer the matter to the Headteacher and governing body.

Arrangements made for In-service training

We aim to keep all school staff up-to-date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

Reviewing the policy

The SEND Policy will be reviewed annually in consultation with all stakeholders.

<p>Signed: _____</p> <p>Chair of Governors</p> <p>Date: _____</p>	<p>Signed: _____</p> <p>SENCo/Headteacher</p> <p>Date: _____</p>
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