



CASTLETOWN PRIMARY SCHOOL



Special Educational Needs and Disabilities (SEND) Policy

Vision Statement

Castletown Community School is a special place where every child, every achievement and every moment matters.

Within a happy, safe and caring environment we celebrate individuality and promote tolerance and mutual respect.

Working in partnership with families in the wider community we aim to promote an understanding of the value of a good education leading to aspirational, lifelong learners in an ever changing society.

SENDco Miss L Reynolds

SEN Governor Mrs C Rodgerson

This policy is provided in accordance with the children and family Act and relates to children and young people with special educational needs (SEN) and disabled children and young people. The policy refers to the Children and Families Act 2014, Special Educational Needs and Disability regulations 2014 and Special Educational Needs Code of Practice 2014.

The Policy was written in October 2014, Ratified by the Governing Body in November 2014 and to be reviewed annually.

Definition of Special Educational Needs and Disability

The Special Educational Needs and Disability Code of Practise (0-25 years) 2014 states that;

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.”

A child of compulsory school age has a learning difficulty or disability if he or she;

- Has a significantly greater difficulty 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 educational facilities of a kind generally provided for others of the same age in mainstream schools or post 16 institutions

Policy Aims:

- To provide a clear identification path for pupils with special educational needs and disabilities
- To develop a clear, graduated approach to supporting pupils with additional educational needs
- To ensure that the needs of all pupils are met through a focus on outcomes
- To ensure all pupils are included in every aspect of school life
- To promote effective partnership working both within school and with external agencies

Identification and Assessment

The school is committed to early identification of special educational need and adopts a graduated response to meeting pupil's special educational needs in line with the 2014 Code of Practice. School recognises that early identification is the solution to improving long term outcomes for pupils. A range of evidence is collected through the usual assessment and monitoring procedures adopted for all pupils and action is taken if this suggests that the learner is making less than expected progress despite high quality targeted teaching within the classroom. If this is the case the pupil will be discussed with the SENDCo in order to decide if additional/different provision is required and if so what form this provision needs to take. Support will be put into place immediately to secure better progress for the pupil. The pupil will also be registered on the school's SEND register if the school decides that the pupil requires different/additional support in order to make good progress and achieve the desired outcomes. PIVAT assessments may be used to track pupil progress and to provide class teachers with support in identifying areas of strength and areas for development. Where this is not appropriate the Early Years Foundation Stage Profile and the National Curriculum will be used to assess pupils.

Categories of SEND

Pupils identified within school as having SEND will be registered under one of the following categories:

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

Provision

As pupil's needs are recognised through the schools assessment and review procedures a range of support is developed to meet the needs of children and is identified through provision maps. Planning is differentiated making sure all children have access to a broad and balanced curriculum where pupils have access to quality first teaching. Some children have educational needs that require their provision is additional to or different from this. Teachers have high expectations of all their pupils and use appropriate assessments to set ambitious targets whatever their prior attainment.

Graduated Approach

Where a pupil is identified as having SEND school takes action to remove all possible barriers to learning and put effective special educational provision in place. This provision is revisited through the assess, plan, do and review cycle. This is to ensure children are making good progress and that the provision is meeting their needs.

Children who are identified as having SEND will be supported appropriately with school making provision to meet children's needs. Additionally school will also request advice and support from external agencies to support in planning provision for children. Professionals from external agencies who have given advice to support children will be invited to monitor and review progress. Parents will be kept informed of proposed support and the involvement of outside agencies.

If children have a high level of need and are not making adequate progress through support provided from school and external agency advice school may apply for an Education and Health Care Plan. An application may be made to the Local Authority for a statutory assessment with the Authority deciding on the most suitable provision to meet the child's needs. This will follow multi agency meetings where the needs of the child and provision to meet these needs are agreed. This will be reviewed annually.

If a child has a statement of Educational Need this will change to an Education, Health Care plan at a transition transfer.

Provision is made to ensure transitions between Key stages and moving year groups are as smooth as possible. When moving class's information about children will be passed on to the new class teacher in advance and a planning meeting will take place between the new and current class teacher. Children will spend time in their new classrooms to familiarise themselves with class layout and staff in the new environment. If necessary, additional time and provision will be afforded to ensure transitions areas easy as possible.

If a child moves to another school their needs will be discussed with the SENDco from the new school and a meeting will be arranged with the SENDco from both schools and the child's parents. All documentation will be passed on to the new school as soon as possible. Transition visits will be arranged between the schools so children can familiarise themselves with their new environment.

Involving Parents/Carers/Children

Castletown Primary School will ensure parents/carers are fully informed of any SEND their child may have. Partnership with parents plays a key part in promoting a culture of co-operation between parents and school. This is important in enabling children with SEND to achieve their potential.

Parents hold key information and have a critical role to play in their child's education. They have knowledge and experience to contribute to the shared view of child's needs and as a school we need to know their concerns so adequate provision for their child is made.

Pupil Participation

All children should be involved in making decisions about their education, where possible and appropriate. As part of SEND provision school should listen to the views of the child.

For children with SEND, we aim to involve the student in understanding their difficulties and what is needed to overcome them. We also encourage children with SEN to make choices about targets and other elements of the SEND process, facilitated by an adult where necessary.

All children with SEND are given the opportunity to contribute to their reviews.

Links with External Agencies

Castletown Primary School has positive links with many external agencies which support the learning and development of the children with SEND at Castletown Primary School.

Admissions

If parents wish a child with SEND to be admitted to Castletown Primary School the school adheres to the Local Authority Admissions Policy 2014/15

Medical Conditions

Castletown Primary School ensures children with medical needs have their needs met with an Individual Health Care Plan which has been devised in liaison with the school nurse, or other appropriate medical professionals and parents.

Records

Castletown Primary School keeps a central register of children with SEND. It records name, Date of Birth, nature of concern and date placed/removed from register.

Each child identified as having SEND has an individual file containing minutes of review meetings assessments, reports from external agencies and medical reports. These files are kept in a secure unit.

Class teacher keeps a confidential file containing relevant SEND information for that class/year group. Information received from external agencies containing suggested strategies and advice will be photocopied and kept in this file for the class teacher to access in order to support planning and provide appropriate support for those children.

SEN Training for Staff

All staff at Castletown Primary School will be provided with general or specific training on meeting the needs of SEND within their classroom. The training courses are advertised on the Local Authorities website and are available for all staff. Attendance is usually planned in relation to staff need and Staff's Performance Management.

There is an expectation that staff who receive training will disseminate their knowledge to benefit all working with children who have SEND.

Occasionally, additional specialised training will be necessary to meet the needs of particular children. This will be provided to those staff most directly involved with the child. Much of this training will be delivered in school, by specialist services working with particular children, e.g. Educational Psychology Services, Sensory Needs Service, Language and Literacy Support Service and Autism Outreach.

Resources

The overall level of funding for SEND is delegated to the school by the Local Authority and is identified in the school budget statement.

The resources for SEND are used to provide teaching assistants, specific training on SEND and specialist resources.

The Role of the Head teacher

The Head teacher has overall responsibility for the management of SEND provision. On a day to day basis this is delegated to the SENDco who keeps the Head and the Governing body fully informed.

The Role of the Governing Body

- To ensure that teachers at Castletown Primary School are aware of the importance of identifying and providing for children with SEND
- To ensure that parents are notified of a decision by the school that their child has been identified as having SEND
- To report annually on the implementation of the SEND policy
- To ensure all children, including those with SEND, have a broad and balanced education

The Responsibilities of the SENDco

- To oversee the day-to-day operation of the schools SEND policy
- To co-ordinate provision for children with special educational needs
- To liaise with the Designated Teacher where Looked After Child has SEND
- To advise on the graduated approach
- To liaise with class teachers
- To advise on the schools notional delegated budget
- To manage teaching assistants
- To oversee the records of children with SEND
- Liaise with parents of children with SEND
- To contribute to the in-service training of staff
- To work with the Head teacher to ensure the school meets its responsibilities under the Equality Act (2010)
- To liaise with external agencies, including the Local Authorities support and Educational Psychology Services, Health, Social Services and Voluntary Services.

The Responsibility of the Class Teacher

- To inform or seek advice from SENDco when necessary
- To gather information and make formal assessment about children
- To meet with parents and discuss concerns
- To meet children's needs through differentiation and additional provision
- To plan and monitor focused work delivered within the classroom with support staff where appropriate
- To contribute to the planning and reviews of children with SEN in conjunction with the SENDco, parent, child and representatives of external agencies

The Role of the Teaching Assistants

- To support the provision throughout the school
- To follow programmes/advice set by class teacher/SENDco/external agencies
- To use record/monitor students progress
- To support children with SEND individually or as part of a group
- To liaise regularly with staff on a day to day basis
- To support planning

Complaints

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs.

All complaints are taken seriously and are heard through the school's complaints policy and procedure.