



Castle Hill Primary School SEND Policy

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Definitions of Special Educational Needs (SEN) taken from section 20 of the Children and Families Act 2014.

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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

There are four broad categories of SEND:

- ***Communication and interaction*** - this includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia, hearing impairment and those who demonstrate features within the autistic spectrum
- ***Cognition and learning*** - this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties
- ***Social, emotional and mental health*** - this includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lacks concentration
- ***Physical and sensory*** - this includes children with sensory, multi-sensory and physical difficulties.

More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website: www.education.gov.uk/schools/pupilsupport/SEN

The SEND Local Offer is designed to support children, young people and the families of those with special educational needs and/or disabilities. It includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors. Please refer to

<https://www.calderdale.gov.uk/v2/residents/education-and-learning/local-offer-children-special-needs-and-disabilities/contact-send>

Inclusion statement

At Castle Hill Primary school we make every effort to achieve maximum inclusion of all pupils whilst meeting pupils' individual needs. (Unless there is a specified modification or disapplication outlined in an Educational Health Care Plan or statement)

The National Curriculum for England 2014 sets out teachers' responsibilities in section 4 of the framework and stated below:

Setting suitable challenges:

- **4.1 Teachers should set high expectations for every pupil. They should plan stretching work for pupils whose attainment is significantly above the expected standard. They have an even greater obligation to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds. Teachers should use appropriate assessment to set targets which are deliberately ambitious.**

Responding to needs and overcoming barriers for individuals or groups

- 4.2 Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment.
- 4.3 A wide range of pupils have special educational needs, many of whom also have disabilities. Lessons should be planned to ensure that there are no barriers to every pupil achieving. The SEN Code of Practice includes advice on approaches to identification of need which can support this. A minority of pupils will need access to specialist equipment and different approaches. The SEN Code of Practice outlines what needs to be done for them. In many cases, such planning will mean that these pupils will be able to study the full national curriculum.
- 4.4 With the right teaching, that recognises their individual needs, many disabled pupils may have little need for additional resources beyond the aids which they use as part of their daily life. Teachers must plan lessons so that these pupils can study every national curriculum subject. Potential areas of difficulty should be identified and addressed at the outset of work.
- 4.5 Teachers must also take account of the needs of pupils whose first language is not English. Monitoring of progress should take account of the pupil's age, length of time in this country, previous educational experience and ability in other languages.

- 4.6 The ability of pupils for whom English is an additional language to take part in the national curriculum may be in advance of their communication skills in English. Teachers should plan teaching opportunities to help pupils develop their English and should aim to provide the support pupils need to take part in all subjects.

This policy builds on our School Mission Statement, which recognises the entitlement of all pupils to a balanced, broadly based curriculum. Other integral policies are Equality, Early Years, Teaching and Learning, Attendance, Health and Safety, Behaviour, Child Protection and Vulnerable Pupils, Admissions and The Accessibility Plan. The Governing Body will ensure that appropriate provision is made for all pupils with SEND.

Aims and Objectives of this Policy

Aims:

- **We aim to provide every child with access to a broad and balanced education. This includes access to the National Curriculum which is in line with the Special Educational Needs Code of Practice.**

Objectives:

- **Staff members seek to identify the needs of pupils with SEN as early as possible.**
 - By gathering information from parents, education, health and care services and early years settings prior to the child's entry into the school.
- **Monitor the progress of all pupils** in order to aid the identification of pupils with SEN. And to ensure that they are able to reach their full potential.
- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum.** (see inclusion statement).
 - co-ordinated, monitored and reviewed by the SENCo and Headteacher
- **Work with parents in partnership** to gain a better understanding of their child and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices and providing regular feedback on their child's progress.
- **Work with and in support of outside agencies** when the pupils' needs cannot be met by the school alone. Some of these services include Family Support, Educational Psychology Service, Speech and Language Therapy, Occupational Therapy, Children and Adolescent Mental Health Service (CAMHS).
- **Create a school environment where pupils can contribute to their own learning** where pupils feel safe to voice their opinions of their own needs. Pupil participation is encouraged through school by wider opportunities such as school council, residential visits, school plays, sports teams and playground pals in the playground. Pupil participation will be supported by the Pupil Premium Grant where possible.

Admission Arrangements

In line with the SEN and Disability Act we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision (please see the Local

Authority Admission Policy) No pupil will be refused admission to school on the basis of his or her special educational need.

Management of SEND within School

Day to day implementation of the policy lies with the Inclusion Manager, Sarah Laycock, who has Qualified Teacher Status and is working towards the National SENCO certificate. The management of SEN is supported by the Learning Mentor. The Inclusion Manager reports to the Head and the Governor with responsibility for SEND. The Governor with responsibility for Inclusion is David Wilson. Regular meetings take place between the Inclusion Manager and Inclusion Governor.

Teaching Assistants play a major role in the support of pupils with SEND. The rationale for the deployment of Teaching Assistants is a combination of class-based and pupil-centred strategies. It takes into account staff skills' audits undertaken by the Inclusion Manager.

In line with the recommendations in the SEND Code of Practice 2014, the Inclusion Manager is responsible for:

- overseeing the day to day operation of this policy
- co-ordinating provision for children with special educational needs
- liaising with and advising teachers
- managing teaching assistants
- overseeing the records on all children with SEND
- liaising with parents of children with SEND (in conjunction with class teachers, support staff)
- contributing to the in-service training of staff
- liaising with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies.
- provision mapping of interventions, overseeing the delivery and impact upon the child.

Identification and Assessment

Monitoring Pupil Progress

We accept the principle that pupils' needs should be identified and met as early as possible.

Regular assessment will identify where 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
- in areas other than attainment is a cause for concern- for instance where a pupil needs to make additional progress with wider development or social needs

However it should be noted that 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. However, they may be an indicator of a range of learning difficulties or disabilities.

We use a number of sources of information as indicators of special educational needs:

- analysis of data including entry profiles, Foundation Stage Profile, SATs, annual pupil assessments
- formative teacher assessment in class

- Teachers' knowledge of the pupils
- Derbyshire Tracker in Early Years.
- analysis of pupils' learning history
- following up parental concerns
- tracking individual pupil progress over time
- liaison with feeder schools on transfer
- information from previous schools
- information from other services

The Inclusion Manager works closely with the school leadership team using whole school tracking data as an early identification indicator using half-termly assessment data.

P Levels are integrated into our whole school assessment systems. P Levels are used to monitor the progress of pupils working below Year group expectations. For some pupils we use PIVATs to support the use of P Levels.

Record Keeping

The school will record the steps taken to meet pupils' individual needs. Staff will maintain the pupil records and ensure The Inclusion Manager has access to them. In addition to the usual school records, the pupil's profile may include:

- Information from parents
- Information on progress, behaviour and attendance
- Intervention records
- Impact of interventions
- Pen portraits/Pupil passports including pupil's own perceptions of difficulties
- Support Plans and IEP's with tracked progress
- Information from health/social services
- Information from other agencies

The SENCO maintains a register of pupils identified as having a special educational need through the procedures listed. This register is reviewed each term following pupil progress meetings.

A Graduated Approach

Quality First Teaching:

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.

In class planning, provision and support are deployed effectively to ensure the curriculum is differentiated appropriately. We make sure that individual or group tuition is available where it is felt pupils would benefit from this provision. The provision for pupils is related specifically to their needs. A provision map records the graduated response to individual intervention.

The Process

This is an ongoing cycle to enable provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing. Any concerns will be discussed with parents informally or during parents' evenings.

Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

If a pupil has recently been removed from the SEN register they may also be part of the cycle and continued monitoring will be necessary.

Plan

The SENCO may be consulted as necessary for support and advice and may wish to observe the pupil in class. Parents will be informed of the plan for their child's development. They are encouraged to share information and knowledge with the school, to reinforce or contribute to progress and to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

The child is recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the school's SEN register.

Do

The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied. **The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher.** They will work closely with teaching assistants to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

Review

This process will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENCO, will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Support Plans and IEPs

Once a pupil has been identified as possibly having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.

Where pupils are identified as having special educational needs, the provision is outlined in the School's Local Offer SEN report. The report is published on the school's website alongside this policy.

All pupils on the SEND register will have a support plan which may be a Pupil Passport or an Individual Education Plan setting out targets and any provision made that is additional to and different from the usual classroom.

For pupils with an EHC plan, provision will meet the recommendations on the plan.

In subjects where all children have curriculum targets these are used to inform IEPs.

Strategies for pupils' progress will be recorded in a support plan and IEP including:

- open Portrait outlining wave 1 access needs/ description of the pupil
- current assessment and intervention information
- short-term targets
- teaching strategies
- provision made and impact
- date for review
- success criteria
- the outcomes recorded at review
- the IEP will record only that which is different from or additional to the normal differentiated curriculum, and will concentrate on three or four individual targets that closely match the pupil's needs. The IEPs will be discussed with the pupil and the parent.

Reviewing an IEP

- Review meetings are held three times a year where Parents' and pupils' views will be sought and to review and set new targets which will be reviewed whenever targets are met.
- Where a pupil has external agency involvement their contribution may be sought
- At SEN support, class teachers are responsible for preparing for IEP review meetings and regularly updating targets to ensure new, challenging targets are set, these should also be shared with parents.
- For pupils with statements/EHC plans the Inclusion Manager is responsible for planning reviews using class teachers' record keeping.

Education, Health and Care Plan (EHC Plan)

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents

- Teachers
- SENCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEN Local Offer:

<https://www.calderdale.gov.uk/v2/residents/education-and-learning/local-offer-children-special-needs-and-disabilities/contact-send>

or by speaking to an Education, Health and Care Plan Co-ordinator at the Young People's Service on: **01422 288251**

Education, Health and Care Plans [EHC Plan]

- a. Following Statutory Assessment, an EHC Plan will be provided by Calderdale Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.
- b. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- c. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

Reviews of EHC

At Key Stage Phase Transitions Reviews, receiving schools should be invited to attend in order to plan appropriately for the new school year. It also gives parents the opportunity to liaise with teachers from the receiving school.

Within the time limits set out in the Code of Practice, the Inclusion Manager will complete the annual review forms and send it, with any supporting documentation, to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease a Statement of SEND.

Partnership with Parents/Carers

The school aims to work in partnership with parents and carers.

We do so by:

- keeping parents and carers informed and giving support during assessment and any related decision-making process about SEND provision
- working effectively with all other agencies supporting children and their parents
- giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome
- ensuring all parents and carers have appropriate communication aids and access arrangements
- providing all information in an accessible way
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing

- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- agreeing targets for the child
- making parents and carers aware of the Parent Partnership services. This information will be displayed on the school parent information board and will be passed to parents as part of the process of placing their child onto the special educational needs register.

Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEN Code of Practice). Where appropriate all pupils are involved in monitoring and reviewing their progress. We endeavour fully to involve all pupils by encouraging them to:

- state their views about their education and learning
- identify their own needs and learn about learning (self- assessment and self -evaluation)
- share in individual target setting across the curriculum
- Self-review their progress and set new targets.
- In addition pupils who are identified as having SEN are invited to participate in:
 - IEP reviews and setting of IEP targets
 - Working with learning and behaviour mentors
 - Annual reviews

Special Provision/Enhanced Resource Facility

The school has the following special facilities: Disabled toilet facilities, wheelchair access, hand rails and ramps on all external entrances. Other resources are available to the children where it is felt it would be beneficial.

The staff has expertise and qualifications in the following areas: 4 staff members have HLTA status, 2 staff members have received training in lifting and handling, 3 staff members are trained in dyslexic/dyscalculia screening, 1 staff member has ASD training, rolling programme for Team Teach.

The Inclusion manager will maintain links with other SENCOs through the SENCO network meetings and cluster work.

Links with Other Services

Effective working links are maintained with:

Speech and Language Therapy Service

Occupational therapy service

ASD service

Educational Psychology Service EPS

Other Children and Young People's Services

Community Health Service

Family support and safeguarding

Parent Partnership Service

INSET

Regular training and learning opportunities for staff on the subject of SEND and SEND teaching are provided both in school and across the family of schools. Recent courses undertaken are listed in the schools CPD records which are managed by the Head teacher. Where possible, Cluster working will be considered for training needs.

Allocation of resources for pupils with SEN

All pupils with SEND will have access to Element 1 and 2 of a school's budget which equates to £6,000. Some pupils with SEND may access additional funding. For those with the most complex needs, additional funding (High level needs HLN) is retained by the local authority. The SENCO will refer individual applications to the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding.

It would then be the responsibility of the SENCO, senior leadership team and governors to agree how the allocation of resources is used.

Complaints

If there are any complaints relating to the provision for pupils with SEND these will be dealt with in the first instance by the Head Teacher. The Chair of Governors may be involved if necessary. In the case of an unresolved complaint the Local Authority may be involved.

Review of the SEND Policy

The school considers the SEND Policy document to be vital and in conjunction with the Governing Body, undertakes a thorough review of both policy and practice each year. The outcomes of this review are used to inform the School Development Plan.