

Castor Church of England Primary School



SEND Policy

'Let your Light Shine'

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Castor CofE Primary School Special Educational Needs & Disability (SEND) Policy

October 2024

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SECTION A: SCHOOL AND CHILDCARE ARRANGEMENTS

1 Introduction and Aims

Castor Church of England Primary School is an inclusive mainstream school, we are committed to offering an inclusive curriculum to ensure the best possible progress for all our pupils whatever their needs or abilities.

We deliver high quality teaching to all of our pupils and differentiated and personalised to meet the individual needs of the majority of children. Some children need educational provision that is additional and different to this, this is in accordance with the Children and Families Act 2014, section 21. As stated in the SEND code of practice (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.”

The SEND Policy works alongside and in conjunction with The Local Offer offered by the Peterborough Local Authority and various other school policies namely The Attendance Policy, The Pupil Premium Policy and the Behaviour Policy and is embedded in everything we do at Castor.

At Castor we aim to:

- Each child will learn by participation in a range of specially planned activities adapted to their own particular need. By this means, each child is sensitively encouraged to move forward, developing confidence and pride in their own achievements.
- Provide every child with access to a broad and balanced curriculum in line with the SEND Code of practice.
- Raise the aspirations and expectations of all children with SEND. Promote positive attitudes and individual confidence, ensuring all children experience success.
 - Promote independence, equality and consideration for others.
 - Provide children with the skills and attributes necessary for adult life.

The staff and Governors at Castor recognise that all children have a right to a broad, balanced, relevant and differentiated curriculum. We aim to create a happy, educationally exciting and positive environment in which all pupils can develop to their full potential and become confident, independent individuals.

Our Objectives:

- To identify special educational needs at the earliest opportunity.
- To provide appropriate provision to ensure pupils with SEND have full access to the National Curriculum.
- Continuous monitoring of the progress of all pupils to aid the identification of SEND.
- Ensure that all pupils with SEND reach their full potential.
- To have high expectations for all children and give every child the opportunity to experience success in their learning.
- To work in cooperation with the Local Authority and other outside agencies such as Health and Social Care, where appropriate, to support the needs of individual children.
- Involve and inform parents/carers about their child's progress and encourage them to work with us in supporting their child.
- Ensure that all staff have access to training and advice to support the individual needs of children and provide quality teaching and learning for all children.

2 ROLES AND RESPONSIBILITIES

SEND is everyone's business from our Governors, SLT, Teachers, Teaching Assistance, Lunch Time supervisors and Church members. This is why Provision for pupils with SEND is a matter for the school as a whole. Below you will find how each member contributes to providing a positive learning environment for all of our pupils.

Governors

The Governors of the school, together with the Head teacher, have a legal responsibility for overseeing all aspects of the school, including provision for children with special educational needs, and for doing their best to ensure that the necessary provision is made for any pupil who has special educational needs. They should determine the school's general policy and approach to provision for children with special educational needs and establish the appropriate staffing and funding arrangements.

The SEND governor is actively involved in self-review, with the Head teacher and SENDCo, of the provision for children with special needs and implementation of the policy within the school.

Inclusion Lead Teacher

The SENDCo works closely with all staff, the Head teacher, parents and outside agencies ensuring the best possible provision for children with special educational needs.

The SENDCO are responsible for:

- overseeing the day-to-day operation of the school's SEND policy
- coordinating provision for children with SEND
- ensuring the involvement of parents and guardians from an early stage and liaising with parents of pupils with SEND
- advising on a graduated approach to providing SEND support, liaising with and advising other members of staff.
- helping to identify children with special educational needs, assessing and planning for progress
- Oversee and quality assure the plan-do-review cycles.
- maintaining the school's special needs register
- updating the schools information report.
- Updating the school's SEND policy, ready for head teacher and governor input.
- liaising with early years providers, other schools, educational psychologists, health and care professionals and independent or voluntary bodies.
- being a key point of contact with external agencies, especially the local authority and its support agencies
- liaising with potential and next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- supporting the professional development of teaching assistants
- regularly liaising with the governors' representative working with pupils of SEND.

Head teacher

The Head teacher has overall responsibility for the management of provision for children with special educational needs & disabilities and keeps the governing body fully informed, while working closely with the SENDCo. They will work closely with teachers during pupil progress meetings to ensure teachers are upholding their duty to support all children, including SEND, in making progress.

Teaching Staff

Teaching Staff are responsible for:

- Class teachers are involved in implementing the school's SEND policy.
- Class Teachers will work with the SENDCO to identify pupils with SEND needs.
- When making and organizing their classroom displays and work areas, they will keep their SEND pupils needs in mind, including technology and accessibility.
- Class teachers and HLTA's will assessing and making provision for pupils with SEND, including planning for differentiation.
- The identification of SEND is built into the overall approach to monitoring the progress and development of pupils.

- Class teachers are responsible for working with children on a daily basis and closely monitor children involved in interventions.
- Teachers work closely with teaching assistants to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. Teachers will work with parents to implement and write child's APDR plans.
- Have high expectations of all the pupils that they work with and build their confidence.
- Attend relevant SEND training provided and express when they believe additional training is needed.

Teaching Assistants (TA) are responsible for:

- The identification of SEND is built into the overall approach to monitoring the progress and development of pupils.
- Implement interventions
- Tracking intervention progress on the paperwork provided and updating class teachers and the SENDCO regularly on the children progress within these interventions.
- Seeking out and asking for support when needed from the class teacher or SENDCO.
- Have high expectations of all the pupils that they work with and build their confidence.
- Attend relevant training provided for SEND children and express when they believe additional training is needed to provide the best possible outcomes for our pupils.

A3 CO-ORDINATING AND MANAGING PROVISION

The Head teacher and SENDCo meet regularly to formally discuss SEND issues. However, at Castor we aim to respond promptly to children's needs & provision. Therefore communication is more regular than this with almost daily communication if the needs arise.

The SENDCo meets with class teachers to give support and advice. SEND policy and provision are discussed regularly at staff meetings in order to raise the achievement of children with SEND. Special needs provision is an integral part of the School Improvement Plan. The SENCo oversees efficacy of SEND provision through 'Provision Mapping'. This is dependent on the Special Needs requirements and this placement may change as the needs of the children change. There is also opportunity for informal regular contact between staff to discuss concerns.

Parents/guardians are kept informed by class teachers and are encouraged to be involved in the support of their child whenever possible. The SENCo also liaises with parents and pupils with EHCPs who have an annual review with the SENCo and class teacher or TA. Where there is a concern that parents need extra support, the staff would refer them to the Early Help Assessment (EHA). The Team Around the Family (TAF) process would be used to identify areas for change and engage support from other professionals. Castor CofE School strives to be a fully inclusive school. It acknowledges the range of issues to be taken account of in the process of development. All pupils are welcome, including those with special educational needs, in accordance with the LA Admissions Policy. According to the Education Act 1996, (Section 316), the school will admit a child with an Education, Health and Care Plan (EHCP) subject to the wishes of their parent unless this is incompatible with the efficient

education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility.

5 SPECIALISMS AND SPECIAL FACILITIES

Children's specific needs are discussed with parents/guardians when admission to school is requested. The previous school and support agencies are contacted should this be appropriate. All staff have responsibility for teaching children with learning difficulties/disabilities and should any specialist advice be required, this will be arranged.

The school has access for wheelchairs. Suitable toilet facilities are available. Where a child has a disability the SENCo and class teachers make sure that all adults are informed about effective management strategies and that other children are made aware as appropriate. Advice is sought from outside agencies on how best to provide for the child's needs and this advice is accessible to the adults working with the child through individual SEND files. Arrangements are made to allow as much independence as possible, but with support available as and when necessary.

The SENDCo and Governor with responsibility for Special needs meet termly to discuss provision within the school for all children with SEND.

Specialist training among the staff

Staff training is undertaken in various aspects of SEND according to the needs of the children to ensure that the provision made and support given to pupils is appropriate and effective.

The training needs of the staff including TAs are reviewed as part of the CPD process in school. This is linked to the priority outcomes of the Whole School Improvement Plan. Training will be tracked and

SECTION B: IDENTIFICATION, ASSESSMENT AND PROVISION

1. ALLOCATION OF RESOURCES

All schools in Peterborough receive funding for pupils with SEND in three main ways:

- The base budget (element 1 funding) covers teaching and curriculum expenses as well as the cost of the SENDCo.
- The notional SEND budget (element 2 funding) covers the additional educational support required.
- Specific funds may be allocated to pupils with Education, Health and Care Plans.

Castor CofE School, as part of normal budget planning, has a strategic approach to using resources to support the progress of pupils with SEND. Castor CofE School provides additional support up to the nationally prescribed threshold per pupil per year. Where the cost of special educational provision required to meet the needs of an individual pupil exceeds this threshold, schools are not expected to meet the full costs of more expensive special educational provision from their core funding. The Local Authority may provide top-up funding which needs to be applied for by the SENCo justifying & outlining individual needs & targeted outcomes.

B2 IDENTIFICATION, ASSESSMENT AND REVIEW

The progress of the children is assessed at regular intervals by staff as part of the school's tracking process. Where progress is slow, the first response is high quality targeted teaching. Slow progress and low attainment do not necessarily mean that a child has SEND.

All those working with children are alert to emerging difficulties and respond early.

In deciding whether to make special educational provision, the SENCo and the class teacher consider all the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress.

Where more specific assessment is deemed to be necessary, this will be carried out by the SENCo, who may then involve other professionals from outside the school. The information gathering will include an early discussion with the pupils and their parents. Castor CofE School recognises that parents know their children best and we ensure we listen to and understand when parents express concerns about their child's development. Consideration of whether special educational provision is required starts with the desired outcomes, including the expected progress and attainment and the views and wishes of their parents.

When a child is identified as needing SEND support, school employs a graduated approach of Assess-Plan-Do-Review (APDR) adopting the recommended model for Special Educational Needs as set out in the Code of Practice (DfE 2014). The Local Authority (LA) SEND Guidance is used as a guide for the identification, assessment and provision for SEND, and the forms provided are used for record-keeping. A register of pupils with SEND is kept as a legal requirement.

Criteria for identifying SEND may include:

- A child's early history
- Low entry profile
- Low Foundation Stage profile
- A pupil's lack of progress despite receiving intervention
- Low achievement in the National Curriculum i.e. significantly below the suggested level for their age
- Requiring greater attention in class due to behavioural, Social and emotional mental health or learning difficulties
- Requiring specialist material/equipment or support for sensory/physical problems.

The SENCo and the class teacher, together with specialists, and involving the pupils, parents, consider a range of teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. Outcomes are agreed and progress reviewed regularly.

Where, despite the school providing SEND support, a child has not made expected progress, school and parents may consider requesting an Education, Health and Care (EHCP) assessment by the local authority. The LA will expect to see evidence of the action taken by the school as part of SEND support.

Reviews of children with SEND support are held each term and led by the class teacher. They provide an opportunity for parents to share their concerns and, together with the child and teacher, agree aspirations for the pupil. The SENCo will attend these meetings on request of the parents and class teacher.

Provision

Provision for children with SEND is additional to or different from those provided as part of the school's usual curriculum and strategies. It is a graduated response to children's individual needs. Such provision is recorded on the Individual Pupils APDR document.

Categories of Special Educational Need

Children's needs and requirements fall into four broad areas, but individual pupils may well have needs which span two or more areas. For example, a pupil with general learning difficulties may also have communication difficulties or a sensory impairment.

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| □ | Communication and interaction: | Speech, Language and Communication needs
Autistic Spectrum Condition including Aspergers and Autism |
| □ | Cognition and Learning: | Learning difficulties
Specific Learning Difficulties e.g. Dyslexia, Dyspraxia, Dyscalculia, Dysgraphia |
| □ | Social, emotional and mental health difficulties: | Behaviour reflecting underlying mental health difficulties (e.g. anxiety, depression). Attention Deficit Disorder, Attention Deficit Hyperactive Disorder, Attachment Disorder |
| □ | Sensory and/or physical: | Hearing Impairment
Visual impairment

Physical disability

Multi-sensory impairment |

Supporting pupils with medical conditions

Where children with SEND may also have medical needs, their provision is planned and delivered in a co-ordinated way with the Healthcare Plan. School has regard for the statutory guidance supporting pupils at school with medical conditions (DfE, 2014). See the 'Administration of Medicines Policy'.

3 CURRICULUM ACCESS AND INCLUSION

Castor CofE School strives to be an inclusive school, engendering a sense of community and belonging through its

- inclusive ethos
- broad and balanced curriculum for all pupils
- systems for early identification of barriers to learning and participation
- high expectations and suitable targets for all children

4 EVALUATING SUCCESS

Parents/guardians, staff and pupils meet regularly, both formally (termly) and informally, to plan outcomes, revise provision and celebrate success.

The success of the school's SEND Policy and provision is evaluated through:

- Monitoring of classroom practice by SENCo and Senior Leadership Team
- Analysis of pupil tracking data and test results – for individual pupils and for cohorts
- Monitoring of procedures and practice by the SEND governor three times a year
- School self-evaluation

- Monitoring the quality of SEND APDR and pen portraits at review meetings and with using the provision map.
- The Whole School Improvement Plan

5 COMPLAINTS PROCEDURES

If a parent or guardian is concerned about SEND provision for their child, initial contact should be made with the class teacher. A meeting will be arranged, which may include the SENCo, to discuss the concern. Parents can request an appointment with the SENCo directly if speaking with the class teacher has not alleviated concerns. The Parent Partnership Service is available to support parents in meetings concerning their child's progress and welfare. Their information can be found [here](#).

In the event of a formal complaint concerning SEND provision, parents/guardians are advised to contact the Head teacher and follow the Peterborough LA procedure in the first instance. Governor's can be reached if a parent feels they still have a complaint by writing a letter to the school, which will be forwarded to the governors to investigate. Government publications regarding parents' rights are available in school and online.

SECTION C: PARTNERSHIP WITHIN AND BEYOND THE SCHOOL AND CHILDCARE

1 STAFF DEVELOPMENT

The school and childcare are committed to gaining further expertise in the area of Special Needs education. Current training includes school-based whole school INSET, training sessions for TAs and lunchtime supervisors, SENDCo and TA group meetings, attendance at locality meetings and the reading and discussion of documents on SEND. Individual staff development is provided by various higher education institutions. Termly SEND Staff meetings are arranged to respond to the particular needs of the school.

Arrangements for the induction of Early Career Teachers (ECTs) and new staff into the school's policy and SEND procedures are detailed in the Staff Handbook.

2 LINKS WITH OTHER AGENCIES, ORGANISATIONS AND SUPPORT SERVICES

Castor CofE Primary School is able to call upon the expertise of a wide range of support services. These support services are contacted after consultation with the SENCo, and with the full agreement of parents. For assessment and advice from most of these services a request form must be filled in first, and then additional information may be required e.g. the service's own checklist, and information about strategies already in use. The SENCo holds contact addresses and request forms for other agencies and support services.

3 PARTNERSHIP WITH PARENTS

Our school believes that good communication between parents/guardians and staff is essential so that parents can share their knowledge and expertise about their child. This is important in enabling children with SEND to achieve their potential. Parents are always welcome to visit the school to discuss any concerns about their child with the class teacher, at a mutually agreed time. There is opportunity for parents to discuss their child's needs, progress and strengths during termly Parents Consultations and ADPR Review meetings. Parents are involved in the initial identification of their child's needs and are always part of the review process to monitor provision and progress. Wherever possible, parents are involved in any strategies instigated, and we aim to support parents with their child's difficulties if necessary. Parents are consulted and permission sought before involving

outside agencies in the assessment of a child's progress or behaviour. Information about the Parent Partnership Service is given to parents so they may use it if they wish, and information is available for parents of children with learning difficulties/disabilities in school. Parents have right of access to records concerning their child.

4 THE VOICE OF THE CHILD

All children are encouraged to participate in discussions about their learning and to feel that their views are valued right from the start of their education. In Castor CofE School we encourage pupils to participate in their learning by being present for at least part of review meetings, depending on their level of maturity, to share their wishes and feelings with families and staff. This is difficult for some children, so it is important to recognise success and achievements as part of the review process as well as addressing any difficulties. Pupils are encouraged to take part in the reviews and be part of the evaluation of their successes and needs. This is recorded alongside the Parents' views on termly Individual APDR plans.

5 TRANSITION ARRANGEMENTS

At Castor CofE School we recognise that moving year groups can be a vulnerable time for Pupils with SEND. Therefore at the end of each academic year Class Teachers from both the current year group and the class that the child is moving to, meet to discuss the strengths & needs of Pupils with SEND. Placements are considered carefully in order to meet a child's particular needs, and pupils visit their new class before transfer.

Year 6 children transferring to local Secondary Schools have the chance to visit the new school for a day. Further visits can be arranged for pupils who would benefit from more additional transition support. Representatives from the Secondary Schools may visit to talk with the children. The SENCo and Year 6 teachers liaise over the transfer procedure and when transfer is local, meetings are arranged between the appropriate staff. At all times of transition, SEND information is gathered together and records transferred to the new teacher or school.

For pupils with Education, Health and Care Plans, the child's EHCP should be amended in the light of recommendations of the annual review by the end of year 5 where possible, to ensure that time is available to make necessary transfer arrangements re/needs and provision. The Inclusion Lead Teacher/SENDCo of the receiving school will be invited to the final annual review in primary schools of pupils with EHCPs where the particular school has been named.

6 Monitoring and Review

The implementation of this policy will be monitored by the SEND Governor. This policy will be updated in line with new initiatives together with any streamlining of school processes. This policy will be reviewed annually at the latest.

