



Approved by Governors (date)
Headteacher
On behalf of Governors

Special Educational Needs (SEN) Policy

At Castle View, we want every child to feel welcome, safe and valued so that they can develop their love of learning as part of a nurturing and inclusive community. We are committed to offering children an inclusive curriculum and educational experience to ensure the best possible progress and outcomes for all children, whatever their needs or abilities. We want each child to reach their fullest potential developing learning, social and life skills. Every pupil has access to the Foundation Stage Curriculum or National Curriculum 2014 (as appropriate) through the planning, teaching and provision of suitably adapted activities.

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)
- Children and Families Act (2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2015)
- The National Curriculum in England Key Stage 1 and 2 framework document (Sept 2014)
- 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.

Aims and Objectives

- To identify pupils with additional needs
- To enable all pupils to have equal access to all elements of the school curriculum and be included in all aspects of school life regardless of SEND, disability or any other factor that may impact upon their attainment ☐ To build upon pupils' strength
- 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 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 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 which provides a broad and balanced curriculum for all children. When planning, teachers use quality first teaching, set suitable learning challenges and respond to children's diverse learning needs. Children who have significantly greater difficulty in learning 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)

Broad Areas of Special Educational Need:

1. Communication and Interaction – Autistic spectrum disorder, speech, language and communication needs
2. Cognition and Learning – moderate and severe learning difficulties, multiple and profound learning difficulties and specific learning difficulties such as dyslexia
3. Social, Emotional and Mental Health difficulties – anxiety, depression, attachment disorder, attention deficit hyperactivity disorder



4. Sensory and or Physical Impairment – hearing/vision impairment, multi-sensory impairment, physical disability
5. Disability A disability is defined under the Equality Act 2010 as a physical or mental impairment that has a substantial and long-term negative effect on your ability to do normal daily activities.

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

- Attendance and Punctuality
- Health and Welfare
- EAL
- Pupil Premium Grant
- Looked After Child

The role of the SENDCo

Lauren Mulholland is the school's Special Educational Needs Co-ordinator. The designated governor for SEND is Laura Hughes. 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.

Identification

Early identification is vital.

- The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their 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.
- Other assessment strategies may be used to monitor the small steps of progress being made by the child such as BOXALL.
- 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.



Assessment

The class teacher has a responsibility to ensure quality first teaching for all children. There may be a concern about development in any of the four areas of need. Following on from this the class teacher will then carefully monitor the situation and gather some evidence if a problem persists. Teachers will need to be able to provide evidence as to how they have made alterations to their classroom teaching to support the child. If the class teacher notices that children are falling behind then both the teacher and the SENDCo will agree on short- term needs through specific targeted intervention/s. These may be tracked through a support plan. This will then be shared with the parents/carers and/or the pupil as appropriate. If the concerns registered require action above and beyond what is usually going on in the classroom, a course of action will then be agreed upon between the parents/carers, pupil, SENDCo and class teacher. Support from outside agencies may be sought.

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:

- NFER termly assessments
- Writing assessment – moderated by whole school staff.
- Science knowledge assessments
- Phonics screening tests
- Benchmarking
- Written History and Geography assessments
- WELLCOMM assessments
- Sensory checklists
- Observation
- Boxall profile

As well as this, staff meeting time is used to moderate the attainment of pupils in all areas of the curriculum. All teachers are clear on individual targets set for each child in their class and are accountable for planning for their progression.

If a child continues to make less than expected progress, they will move to SEND Support plan.

If school is unable to meet the needs of the child with all of the agreed provision from existing resources, finance and staffing expertise; and the outcomes for the child are not improving despite SEN support, then the school or parent may request a statutory assessment from the Local Authority, which may lead to an Education, Health and Care Plan (EHCP). If an assessment is agreed, school will provide evidence of the child's progress over time, documentation in relation to the child's SEND support and any action taken to support their needs. The Plan is drawn up with the family and professionals involved. This involves the direct interaction between professionals and parents/carers and children/young people and inclusion of information about the child or young person. This is called a person-centered approach. The assessment also considers the needs of the family as a whole and the importance of professionals and the family working together to better support the child/young person. The EHC assessment includes an 'All About Me' section which considers the views of the child. Children with an EHCP will form part of the school's SEND register.



The school has an inclusion framework which outlines how children with SEND will be supported in each subject. The school also 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

If our assessments show that a child may require additional support, we use a range of intervention to suit the child's needs. The class teacher will keep parents/carers informed. 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 the positive steps taken to support the child in a support plan. The support plan 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.

Reviews 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 support plan 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 support plan. The new strategies in the plan 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
- Halton's Mental Health Support Team
- 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 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 SEN Governor (Ms Laura Hughes) ensures that all governors are aware of the school's SEN provision, including the deployment of funding, equipment and personnel.

Allocation of resources:

- The Head Teacher in consultation with the SLT is responsible for the operational management of SEND provision.
- The SENCO produces a SEN report to the governing body of how the funding allocated to support special educational needs has been used.
- The Head Teacher informs the governing body of how the funding is used.
- The SENCO regularly discusses resources and funding with staff.

Access to the curriculum:

All children have an entitlement to a broad and balanced curriculum, which can be adapted to enable them to enjoy learning and achieve. Teachers at Castle View use quality first teaching to meet children's special educational needs. Lessons have clear learning objectives; visuals are used to support, we adapt teaching appropriately, and we use assessment to inform the next stage of learning. All children with SEND are involved within the inputs to enable them to be exposed to the rich vocabulary and the teaching and learning.

Support plans feature significantly in the provision that we make in the school. By breaking down the steps of attainment into small steps and targets, we ensure that children experience success. Support plans are designed to be accessible to the child so that they understand their targets and can track their own progress. Children are involved in the process and are clear on their targets and what efforts are being made to make progress towards these. Targets in support plans are SMART (Specific, Measurable, Achievable, Relevant and Timed). The SENCO supports teachers in the development and implementation of these.

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 within or outside the classroom.

Partnership with parents:



The school works closely with parents/carers in supporting the children. We encourage dialogue with parents and the home-school agreement is central to this.



- We inform the parents/carers of any outside intervention.
- We hold parents' evenings three times a year to allow further dialogue around their child's progress and learning needs.
- We review support plans three times a year to monitor progress towards targets and to set new targets.
- We invite parents/carers into school to monitor their children's books.
- 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 on their support plans and they are involved in discussions when reviewing these.

Monitoring and review:

The SENCO monitors the progress of children on the SEND register within 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 when reviewing and drawing up support plans for children.

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 – October 2023

Next Review – October 2024

Named Governor: Ms Laura Hughes

SENDCo: Miss Lauren Mulholland