



Castle View Primary School

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Special Educational Needs and Disabilities Action Policy

Our statement of school aims is:

'Working in partnership with the children, families and our whole school community, we aim to provide a safe and caring environment that will nurture happy, independent, lifelong learners who value themselves and others; and have the creativity and confidence to meet the challenges of life with a positive attitude, achieving their personal best.'

Introduction

The school Special Educational Needs and Disabilities coordinator (SENDCo) is Kerrie Boardman. The SENDCo is a member of the senior leadership team. Contact details as above or direct email: kerrieboardman@castleview.school
Castle View Primary School provides a broad and balanced curriculum for all children, which is differentiated to meet individual needs and abilities. Teachers tailor their approaches to suit individual pupils' different learning needs and styles.

Children may have Special Educational needs throughout, or at any time, during their school career. A pupil is defined as having Special Educational Needs and Disabilities (SEND) if they have a learning difficulty or physical difficulty that requires special educational provision to be made for them. Early identification, assessment and provision for any child with SEND is crucial to ensure that pupils participate effectively in all curriculum areas in addition to broader aspects of school life. At Castle View, we actively seek to remove barriers to learning and participation.

The SEND Policy has been developed by the Head teacher and SENDCo. It is designed to reflect the 2014 Code of Practice and meet the needs of our community. It is our intention to share and develop the policy through a carefully considered action plan.

Aims

- To identify pupils with SEND as early as possible
- To focus on outcomes for children and young people and not just hours of provision/support
- To create an inclusive environment that meets the needs of each child
- To ensure that all children have equal access to a broad, balanced and differentiated curriculum
- To encourage children to develop confidence and self-esteem and to recognise the value of their own contributions to their learning
- To make clear the roles of all the partners in the process and provision of SEND

Objectives

- To identify and provide for pupils who have Special Educational Needs and Disabilities
- To work within the guidance in the send code of practice 2014
- To adopt a Graduated Approach
- To operate a 'whole pupil, whole school' approach to the management and provision of SEND
- To provide a SENDCo who will work with the SEND inclusion policy
- To provide support and advice for all staff working with SEND pupils
- To develop and maintain partnership and high levels of engagement with families and parents
- To develop and maintain partnership and high levels of engagement with other agencies
- To ensure access to the curriculum for all pupils

Identifying Special Educational Needs

The Special Educational Needs Code of Practice (p86 2014) describes 4 broad categories of need. These 4 areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. The areas of need to be planned for include:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical and medical conditions.

At Castle View we actively seek to remove barriers to learning and participation by considering the needs of the whole child. This also includes the impact of what is not SEN on progress and attainment:

- Disability alone does not constitute SEN
- Attendance and punctuality
- English as an additional language
- Being in receipt of the Pupil Premium Grant
- Being a looked after child
- Being the child of a serviceman/woman
- Behaviour is no longer an acceptable way of describing a SEN. Any intervention should address the underlying need

A Graduated Approach to SEN Support:

The graduated approach is at the heart of whole-school practice as we are continually assessing, planning, implementing and reviewing our approach to teaching all children. Where a particular SEND is identified this process becomes increasingly personalised. This cyclical process is implemented practically using a model of assess, plan, do, review.

Assessment of need:

This starts with a whole school approach that can quickly identify where a child is not making adequate progress, despite high quality teaching and expectations. The Code of Practice suggests a range of information that the school can draw on to establish a clear analysis of pupils need:

- Teachers' assessment and experience of the pupil
- Pupil progress, attainment and behaviour
- The individual's development in comparison with their peers
- The views and experience of parents
- The pupil's own views
- Advice from external support services

The above information can be collated in a variety of ways. The school may initiate the Common Assessment Form (CAF). It may well be necessary to explore further the precise gaps in the pupil's learning and development and to clarify what the barriers to learning may be. It is good practice to look afresh at the range of individualised assessment 'tools' and approaches the school itself can access to support this closer identification of need, such as:

Standardised tests:

- Criterion-referenced assessments and checklists
- Profiling tools, for example for behaviour and speech, language and communication needs
- Observation schedules and prompt sheets
- Questionnaires for parents
- Questionnaires for pupils
- Screening assessments, for example for dyslexia

Planning:

Using the individualised assessments the teacher and the SENDCo will use the information about the pupil that they did not know before to make adjustments to quality-first teaching.

For all pupils provision will be recorded on the Provision Map. Pupils receiving SEND support interventions may have Learning Support Plans (LSP). Pupils with EHC plans will have SEND Support Plans. It is important that all teachers and support staff who work with the pupils are aware of their needs. Class and subject teachers retain responsibility at all times for targeted provision. Clear and expected outcomes are linked directly to the provision.

Do and review:

The teacher is at the centre of the day to day responsibility for the pupil. The School ensures that planning and review time is planned for and takes place regularly. The review is at least half termly during pupil progress meetings. Other interventions will need to be reviewed more regularly. Parents of children receiving SEND support are invited to attend termly Learning Support Plan (LSP) reviews.

Managing pupils identified needs:

At Castle View the agreed approach to the identification of SEND is a key responsibility of the SENDCo who manages the process of identification leading to the provision. A teacher, parent or any member of the staff team can raise initial concerns, particularly where a pupil has been identified as not making adequate progress despite high quality teaching. (See appendix 1 for more detail).

If children are achieving below age-related expectations:

These children are classified as 'underachieving' and their needs will be met through Wave 1 (quality first class teaching) and Wave 2 (small group intervention) teaching, appropriate differentiation and additional adult support from Class teacher/ TA/ SENDCo.

If children are achieving significantly below age-related expectations and the process of assessment indicates 'Special Educational Needs' their needs will be met through Wave 3 intervention - teaching through additional adult support TA/SENDCo/ Specialist Teacher and/or external services.

Where initial concerns are raised a referral is made to the SENDCo who will monitor 'initial concerns' and plan a way forward with all parties. The pupil's journey will be dependent on the outcome of assessments and subsequent reviews. The pupil's progress may be tracked qualitatively on Learning Support Plans, SEND Support plans, the Provision map or quantitatively on the assessment tracker.

The Learning Support is developed in consultation with parents and the pupil. It should record strategies employed to enable the child to progress and include:

- The learning outcomes
- The teaching strategies and provision to be used
- when the plan is to be reviewed
- Success and/or exit criteria

All interventions are reviewed after an appropriate period of time (at least half termly) to enable a judgement to be made about the effectiveness of the provision.

Achievement will be monitored and reviewed at termly pupil progress meetings attended by the Class Teacher, the Assessment Leader and the SENDCo. Parents will also be invited in for initial assessment, Learning Support Plan and EHCP review meetings.

If the additional support and strategies employed by the school result in a continued lack of progress or there is significant cause for concern, a Common Assessment Framework (CAF) will be instigated. The SENDCo will arrange to meet with the parents/carers and invite all relevant external agencies. Team around the Family (TAF) meetings will be held to review progress and if necessary the SEND officer from the Local Authority will be invited in order to discuss referral to Educational Psychologist and possibly a request for a statutory assessment leading to an Education, Health and Care Plan (EHCP).

- EHCP will be focused on the outcomes the child needs to achieve across education, health and care
- EHCP will set out how services will work together to meet the child's needs and in support of those outcomes

- EHCP will be based on a co-ordinated assessment and planning process which puts the child and their parents at the centre of all decision making

Statutory assessment will not always lead to an EHCP. The information gathered during an assessment may indicate ways in which our school is able to meet the needs of the child from within our available resources. Where outside agencies continue to support a child a parent/carer may be asked to provide an educational report. Where appropriate, the school request at least 2 weeks' notice for a report – more complex reports may require longer. The school will also need some information on what type of report is needed, and who the intended recipient is - for example, an update for the consultant paediatrician. Reports for EHC plans may take longer, and can be discussed on an individual basis. Where practicable the school will post a report to the recipient, and give the parent/carer a copy.

The Governing Body has:

- appointed a member of staff to be the Special Educational Needs and Disabilities Co-ordinator as part of the Inclusion Lead role
- delegated powers and responsibilities to the Headteacher to ensure all school personnel and visitors to the school are aware of and comply with this policy
- to ensure that provision of Special Educational Needs is of a high standard
- to have regard to the Code of Practice when undertaking its responsibilities
- to report annually to parents on the effectiveness of the school's Special Educational Needs policy
- responsibility for ensuring that the school complies with all equalities legislation
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy
- responsibility for ensuring funding is in place to support this policy
- responsibility for ensuring this policy and all policies are maintained and updated regularly
- responsibility for ensuring all policies are made available to parents
- the responsibility of involving the School Council in the development, approval, implementation and review of this policy
- nominated a link governor to visit the school regularly, to liaise with the Headteacher and the SENDCO and to report back to the Governing Body
- responsibility for the effective implementation, monitoring and evaluation of this policy

Role of the Headteacher:

The Headteacher is responsible for ensuring that:

- all school personnel, pupils and parents are aware of and comply with this policy
- the daily management of special educational needs provision is effective
- they work closely with the SENDCO, the link governor and the teaching and support staff
- they keep the Governing Body informed of all matters relating to its responsibilities for the provision of special educational needs
- parents are informed when special educational needs provision has been made for their child
- they provide leadership and vision in respect of equality
- they provide guidance, support and training to all staff
- they monitor the effectiveness of this policy
- they annually report to the Governing Body on the success and development of this policy

Role of the Special Needs and Disabilities Co-ordinator (SENDCo):

The SENDCo will:

- work with the Head Teacher to oversee the day to day provision for pupils with special educational needs within the school
- lead the development of Special Educational Needs throughout the school
- provide guidance and support to all staff
- organise and manage the team of Learning Support Staff in order to: assess, plan, do and review involving the staff, pupil and parents in this process
- prepare and accurately record identified, additional or different provision
- track the progress of children with Special Educational Needs
- organise training for school personnel
- keep up to date with new developments and resources
- liaise with parents and families

- organise annual reviews
- meet with outside agencies
- work with feeder or transition schools
- annually report to the Governing Body on the success and development of special educational needs

Role of the Nominated Governor:

The Nominated Governor will:

- work closely with the Headteacher and the SEND coordinator
- ensure this policy and other linked policies are up to date
- ensure that everyone connected with the school is aware of this policy
- report to the Governing Body regularly
- annually report to the Governing Body on the success and development of this policy

Role of Class Teachers:

The teachers standards 2012 make it clear that it is every teacher's responsibility to 'adapt teaching to respond to the strengths and needs of all pupils'. A point reinforced by the new SEND Code of Practice.

- Class and subject teachers need to be at the heart of the movement around the 4 stages of action with the support, guidance and leadership of the SENDCo and other specialist staff
- Class teachers will deliver 'inclusive quality-first teaching' – the first step in responding to a pupils identified need is to ensure that high quality teaching, differentiated for individual pupils is in place
- Class teachers manage the day to day implementation of strategies and support making sure that everyone who works with pupils understands the individual needs
- Class teachers retain responsibility for the pupil, even when the pupil is working away from them
- Class teachers ensure they seek and are provided with feedback on pupil's learning/progress with targeted provision
- Class teachers should continually review provision and meet with the Assessment and Inclusion lead at half termly pupil progress meetings
- Class teachers should liaise regularly with parents and families
- Class teachers should ensure that pupil and parent/family voice is reflected in planning and provision

Role and Rights of Parents:

We encourage parents:

- to work closely with the school in order to develop a partnership that will support pupils with SEND's
- to take part in the review of provision
- to attend Annual Reviews
- to liaise with school and outside agencies

We encourage pupils with Special Educational Needs to understand their rights and to take part in:

- assessing their needs
- planning their provision
- the annual review

Educational Inclusion:

The Government's Green paper 'Excellence for All Children' (DfEE, 1997) introduced a new emphasis on inclusion for pupils with Special Educational Needs (SEN). This recognised that inclusion was 'a process not a fixed state', and that a variety of elements of good practice needed to be developed by schools, LEAs and others in order to ensure that pupils had more meaningful access to education in mainstream settings.

This policy promotes that teaching arrangements for children with SEN are fully inclusive. The majority of children will have their needs met through normal classroom arrangements and appropriate differentiation, which may include short term support, using structured programmes such as Better Reading Partners and Teodoroescu.

Training and Resources:

The schools SENDCo regularly attends the Local Authority SENDCO network meetings in order to keep up to date with local and national updates in SEND.

The school is a member of the National Association for Special Educational Needs (NASEN). We have close links with local schools particularly the local Special school.

Where necessary specific training is provided for a child's specific needs.

Training needs are identified during Staff appraisals and analysis of training records.

The governors, Head Teacher and SENDCo work together to ensure the efficient use of the SEN budget and allocation of resources.

Supporting pupils at school with medical conditions:

The school recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs (SEN) and may have a statement or EHC plan which brings together health and social care needs as stated in the SEND code of practice 2014.

Pupils' medical needs may be broadly summarised as being of two types:

(a) Short-term, affecting their participation in school activities which they are on a course of medication, treatment or health intervention.

(b) Long-term, potentially limiting their access to education and requiring differentiated provision.

Where a child, who has been newly diagnosed, is new to the school or is due to return to school after an absence or whose needs have changed a member of staff will be delegated to co-ordinate a meeting to discuss the needs and follow the process for developing Individual Healthcare Plans (IHCP). This process is statutory guidance 'Supporting pupils at School with medical conditions' available on the Department for Education website April 2014.

Aims:

To support pupils with medical conditions, so that they have full access to education, including Physical education and educational visits:

- To ensure that school staff involved in the care of children with medical needs are fully informed and adequately trained by a professional in order to administer support or prescribed medication
- To comply fully with the Equality Act 2010 for pupils who may have disabilities or special

Educational needs:

- To write, in association with healthcare professionals, Individual Healthcare Plans where necessary
- To respond sensitively, discreetly and quickly to situations where a child with a medical condition requires support
- To keep, monitor and review appropriate records

Administration of Medicines:

Parents will be asked to fill in a medication form for prescribed drugs giving permission for school to administer them. This will include dosage, times to be given and how often. These will be kept in a named wallet in a locked cupboard in the office.

It will be the responsibility of a named member of staff who works closely with the pupil to take them to the office when the medicine is needed. The staff member will administer the medication using the accompanying record sheet, which will specify the details of dosage, and sign the sheet together with another member of staff who will witness the giving of medicine.

Staff may only administer medication once the appropriate forms have been filled in and signed.

Please refer to School's policy on supporting pupils with medical conditions on website.

Complaints procedures:

The school's complaint procedures are set out on the school's website. Under the SEN and Disability Act 2001 parents can request the services of an independent disagreement resolution.

Staffing and Partnership:

The SENDCo and Head Teacher meet regularly to review the Special Education Provision in school. The SENDCo and the named Governor with responsibility for Special Educational Needs hold regular meetings.

The school undertakes an annual audit of staff training needs related to SEN issues and meets these where possible, in conjunction with identified school priorities. Additional support is given to NQTs and new members of staff by the SENDCo as part of their induction.

The SENDCo, in consultation with the head teacher, provides training through INSET to ensure all staff are fully informed of relevant SEN issues and procedures within school.

Accessibility:

The school building is positioned on a steep site and has two storeys. The school has made the following reasonable adjustments to improve the environment: two ground floor classrooms and a door to the playground have had slopes built into them and are now wheelchair accessible; there are accessible changing/ toilet/ shower facilities on the ground floor. These areas can be accessed using electronic opening doors. There is an accessible parking space. The top school play area is accessible from the two ground floor classrooms. The upper storey of the school and the lower playground are not wheelchair accessible.

The school makes information available via printed newsletters, a website, a Facebook page, posters and displays. Policies and procedures are available on the website or in print from the school office. These can be produced in different fonts and sizes. The school is able to access local authority interpreters if necessary.

For parents of children with additional needs the class team, SENDCO and learning mentors are able, where necessary, to make information accessible and differentiated.

The SENDCO works closely with class teams and outside agencies to ensure provision is appropriately differentiated. Each classroom has a visual timetable, symbols are used for individual timetables using specialist programme. Every classroom has an interactive whiteboard.

Partnership with parents:

At Castle View, class teachers work closely with parents throughout their child's education. Parents are welcome to discuss their child's SEND at any mutually convenient time. The school has an open door policy for parents to discuss any concerns.

At all stages of the SEN process the school keeps parents fully involved and informed. We encourage parents to make an active contribution to their child's education. Parents are supported from within school by the SENDCO, Learning Mentors and a Family Support Worker, who can also direct parents to external agencies such as Parent Partnership and Children's Centres.

Transitions:

Transition between nurseries, schools and Key Stages is fully supported at Castle View. The class teachers and SENDCo liaise with colleagues at receiving secondary schools and feeder nurseries to ensure that effective arrangements are in place to support children with SEND at the time of transfer. This usually takes place in the Summer Term for Year 6 pupils or sooner if an Annual Review takes place earlier in the academic year.

If a child with SEND is due to transfer to or from this school the SENDCo and Headteacher will liaise appropriately. This will involve forwarding as early as possible all relevant information to enable an effective transfer. We also have close links with our Local Pupil Referral Unit and work closely with them to ensure smooth transitions.

The Headteacher and SENDCo have forged links with the local special schools to facilitate staff training, trial resources and receive advice and support for children with SEND in Castle View Primary School.

Links with other agencies

The school works closely with all of the local authority's Special Education Needs and Disabilities Team (SEND) services when identifying, assessing and making provision for children with SEND. We have strong connections with the Speech Therapy, Physiotherapy and Occupational Therapy Department.

Priority areas for Special Educational Needs and Disabilities

Identified priority areas for Special Educational Needs and Disabilities can be found on the SEND Action Plan.

This policy document is a statement of the aims, principles and strategies employed for the teaching of children with SEN at Castle View Primary School.

Reviewed and updated October 2019 by Kerrie Boardman

To be reviewed October 2020

APPENDIX 1

Castle View Primary School SEND Pathway

