



CASTILION PRIMARY SCHOOL

Engage, Enthuse, Empower



Reviewed	Agreed by Staff	Review Date	Committee responsible for review
September 2021	September 2021	Autumn 2022	Learning and Achievement

Special Educational Needs and Disability (SEND) Policy Local Policy

This policy sets out the aims, principles, strategies and provision for children with a disability and/or special educational need at Castilion Primary School. It has been developed by the SENCo, in consultation with the Senior Leadership Team, staff and governors. This policy complies with the statutory requirements laid out in the SEND Code of Practice 0-25 (September 2014) and has been written with reference to the SEND Code of Practice 2014; Equality Act 2010; 2014 Children and Families Act, The Special Educational Needs and Disability Regulations 2014 and LA Guidance for Bexley.

SEND at Castilion Primary School

“High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.” Taken from the SEND Code of Practice 2014: 0-25.

We therefore aim to:

- identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND; (see curriculum and assessment policies).
- ensure that every child experiences success in their learning and achieves to the highest possible standard;
- enable all children to participate in lessons fully and actively;
- value and encourage the contribution of all children to the life of the school;
- work in partnership with parents;
- work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for DSEN;
- work closely with outside support agencies, where appropriate, to support the need of individual pupils;

- ensure that all staff have access to training and advice to support quality teaching and learning for all pupils.

All children benefit from 'Quality First Teaching'. This means that Class Teachers expect to assess, plan and teach all children at the level which allows them to make progress in their learning. We have high expectations of all of our children.

Where SEND is identified, Castilion Primary School will put appropriate interventions in place, as part of a graduated approach. This will include regular reviews of the progress made and adaptations to the support provided as required.

As part of the graduated approach, all pupils with SEND will be identified under a single category of support - SEN Support. Some pupils with a higher level of need have a Education, Health and Care Plan(EHC Plan); which can be used to support children from birth to 25 years.

Defining SEND

The 2014 Special Educational Needs and Disabilities Code of Practice says that:

*A person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has **a significantly greater difficulty in learning than the majority of others 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.*

Disability: Some children and young people who have SEND may have a disability under the Equality Act 2010 – that is '...**a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities**'. This definition includes Sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Categories of SEND:

There are four broad categories of SEND set out in the SEND Code of Practice 2014: 0- 25:
At Castilion, we have pupils who fall into all of these categories of SEND.

- **Communication and Interaction**
Autistic Spectrum Disorder; Speech, Language and Communication Needs;
- **Cognition and Learning**
Dyslexia; Dyspraxia; Dyscalculia; Moderate Learning Difficulties; Global Developmental delay;
- **Social, Emotional and Mental Health**
ADHD; ADD, Attachment disorders; Emotional difficulties; Mental health difficulties
- **Physical and/or Sensory**
Hearing or Visual Impairment;

Identification of SEND

Provision for children with Special Educational needs is a matter for the whole school. The governing body, the school's Head teacher, the Senco and all other members of staff, particularly class teachers and teaching assistants, have crucial day-to day responsibilities. All teachers are teachers of children with special educational needs. Class teachers are responsible for the progress and learning of their pupils.

Pupils with SEND are identified through:

- Concerns raised by pupils, parents/carers, external agencies, teachers, or the previous pupil's school regarding a pupil's level of progression or inclusion.
- Planning and Assessment – Class Teachers carry out on-going monitoring and assessment of children's progress and learning. If classroom observation (as recommended by the SEND Code of Practice 2014) reveals that a pupil is making less than expected progress, given their age and individual circumstances, Class Teachers will seek to identify a cause.
- Pupil Progress Meetings – these are held termly to monitor the progress of every child in the school. Where pupils are identified as not making adequate progress in spite of Quality First Teaching, they are discussed with the Leadership Team.
- **Use of the Bexley Guidance for SEND Support to assess, Plan, Do & Review**

These children will be discussed with the SENCo and appropriate plans of support/intervention agreed.

Working with Parents and Children

At Castillon Primary School we endeavour to build positive and informative relationships with all of our parents.

If parents have concerns relating to their child's learning please initially discuss these with your child's class teacher. We take all parental requests seriously and will investigate concerns raised fully. Feedback will then be discussed with parents and where necessary, further action agreed.

This may result in a discussion with the SENCo **Stephanie Clark** (National Award for SENCo), who is a member of the Leadership Team. The SENCo can be contacted directly, via the school office.

If a child is experiencing difficulties at school, this will be discussed with parents during either Parents' Meetings (termly) or during informal meetings as requested by the Class Teacher/SENCo or by the parents.

If the school believes that a child may have a SEND, parents will be fully involved at each step in the identification process. This may include:

The Class Teacher/SENCo inviting parents to a meeting to:

- discuss concerns identified and agree next steps;
- inform parents that their child will be placed on the SEND Register;
- gain consent /complete necessary referrals for formal assessment to take place;
- discuss the findings of any formal assessment carried out;
- agree next steps and appropriate provision for the next term.

This forms part of the graduated 'Assess, Plan, Do, Review' approach required by the SEND Code of Practice 2014, which states that a family-centred system must be followed.

Local authorities must ensure that parents, children and young people are involved in discussions and decisions about every aspect of SEND.

Involving children, young people and parents in decision making:

- *Planning should start with individuals and take account of their wishes and aspirations*
- *'Person –centred planning' ensures that everyone is involved in all aspects of planning and decision making.*

Teaching and Learning

At Castilion Primary School we believe that all children learn best with the rest of their class. Our aim is for all children to become independent and autonomous learners, in order that they can reach their potential. Children with SEND are entitled to be taught by their Class Teacher. Teachers aim to spend time each day working with all children with SEND, individually or as part of a group. When allocating additional TA support to children, our focus is on the outcomes of the children, not the hours that they are given. We aim to ensure that sufficient support is provided to enable the child to reach their challenging targets, but without developing a learned dependence on an adult.

All staff use the London Borough of Bexley's Quality First teaching and Special Educational Needs Support Toolkit to provide appropriate support to all pupils.

Support for a child with SEND

- All pupils will be provided with high quality teaching that is differentiated to meet the diverse needs of all learners.
- Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum.
- The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes in line with the Teaching and Learning Policy and the London Borough of Bexley's Quality First Teaching and Special Educational Needs Support Toolkit.
- Pupils' attainments are tracked using the whole school tracking system and are then discussed in progress meetings that are undertaken between the class/subject teacher and a member of the SEND or Leadership team, and if appropriate, the pupil themselves. Occasionally 'P' Levels are used to measure the progress of a pupil whose developmental level for their age falls below that of the mainstream system. The 'P' levels are adopted nationally in many boroughs and this is in line with Bexley Local Authority's current system.
 - Additional action to increase the rate of progress will then be identified and recorded that will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies or interventions to further support the success of the pupil.
- Where it is decided during this early discussion that special educational provision is required to support increased rates of progress, parents will be informed that the school considers their child may require SEND support and their partnership sought in order to improve attainments. This is known as the 'graduated approach'.
- Action relating to SEND support will follow an **assess, plan, do and review model**:
 1. **Assess**: Data on the pupil held by the school will be collated by the class/subject teacher in order to make an accurate assessment of the pupil's needs. Parents will be invited to this early discussion to support the identification of action to improve outcomes.
 2. **Plan**: If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class/subject teacher with advice from the SENCo.
 3. **Do**: The class teacher remains responsible for all children, including those identified with SEND and Quality First Teaching that is differentiated is the main form of support for all children and young people. Additional support or interventions (SEND support) will be recorded on a plan that will identify a clear set of expected outcomes, which will include challenging and relevant academic and developmental targets that

take into account parents' aspirations for their child. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.

4. **Review:** Progress towards these outcomes will be tracked and reviewed termly and shared with the parents and the pupil.

- If progress rates are still judged to be inadequate despite the delivery of high quality interventions, advice will be sought from external agencies regarding strategies as to how best to meet the specific needs of a pupil. This can only be undertaken after parental permission has been obtained and may include referral to:

1. Specialists in other schools e.g. teaching schools, special schools.

2. Local Authority support services, including Early Intervention Team (EIT), Advisory teaching services, Behaviour Support teachers, Education Welfare Officers, Educational Psychologists

3. Speech and Language or other health Professionals, including school nurse, Child and Adolescent Mental Health Services (CAMHS), Occupational Therapy, ADHD Clinic doctors.

4. Social Care, including the Disabled Children's Service.

- In addition, the school will involve external agencies as appropriate including health and social services, community and voluntary organisations for advice on meeting the needs of pupils with SEND and in further supporting their families.

- For a very small percentage of pupils, whose needs are significant and complex and the SEND Support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.

Adaptations to the Teaching and Learning Environment

Castilion Primary School is an inclusive school. We therefore ensure that our classrooms are inclusion-friendly. Visual timetables are used throughout the school, along with other visual support aids. All pupils have full access to the Early years Framework or National Curriculum as well as opportunities to participate in extra-curricular activities.

Lessons are carefully differentiated to match the needs of all pupils within each class. Lessons will be made more accessible through multi-sensory teaching and learning, including the use of visual, tactile, auditory and concrete learning materials and resources.

We have disabled access toilets and a stair lift. Other adaptations to the physical environment will be made, as appropriate, to accommodate the needs of children with physical and/or sensory disabilities.

Extra-Curricular Activities

All pupils have equal access to a range of extra-curricular activities which take place after school hours. These aim to develop engagement with the wider curriculum. Where necessary, adaptations will be made to accommodate pupils with SEND, to meet their individual needs. Class and residential trips are part of the curriculum and we aim for all children to benefit from them. No child will be excluded from a trip due to disability, special education need or medical need.

Staff Expertise

All of our Class Teachers are trained to work with children with SEND. All Class Teachers have access to advice, information, resources and training to enable them to teach all children effectively. Teachers have

access to training and information both in-house and through the Local Authority, as well as through provision of books or useful websites.

All TAs receive training in supporting pupils with SEND. We plan a programme of professional development and training for Support Staff, relating to the needs of the children in the school.

The SENCo works closely with TAs to ensure that the needs of SEND pupils are being met. Regular opportunities are provided for the SENCo to discuss the progress of pupils with TAs, as well as monitor interventions.

A termly meeting is held between the Senco and The early Intervention team and other advisory services to seek additional support and advice.

The SENCo has completed the National Award for SENCo qualification.

Transition Arrangements

We understand how difficult it can be for children and parents as they move into a new class or a new school. We endeavour to make times of transition as smooth as possible for the children, making additional arrangements according to the individual needs of the child as necessary. These may include:

- organising additional meetings for the parents and child with the new teacher/the Inclusion Leader;
- arranging additional visits to the classroom;
- providing the child/parents with a transition photo booklet which identifies key people and places within the school;
- liaison with the child's current setting if they are moving from another school.
- The records of pupils will be requested. Where the pupil has Known SEND, the school will contact the previous school/ setting or other professional as needed.

Enhanced transition arrangements will be made according to the needs of individual pupils.

Transition to Secondary School

The Transition programme within the Borough provides a number of opportunities for pupils and parents to meet staff in the new school. Additional transition arrangements may be further enhanced for pupils with SEND.

For pupils with an Education, Health care Plan Transition Annual Reviews are held, during the Summer Term of Year 5 to discuss the process and support parents in secondary school choices. The Statutory Assessment Case Officer from the Local Authority is also invited to provide support during this process.

For pupils transferring to local schools within Bexley or Greenwich, the SENCos of both schools will meet to discuss the needs of pupils with SEND in order to ensure a smooth transition. All records of pupils are transferred and signed for to their new school.

The Secondary School SENCo will be invited to attend the Annual Review of pupils with an Education , Health Care Plan where additional transition support may be arranged e.g. extra visits, specialist equipment, travel arrangements.

Governors

Steve Gurnett – SEND Governor

It is the statutory duty of Governors to ensure that the school meets the needs of pupils with SEND according to the requirements set out in the SEND Code of Practice 2014.

The SENCo provides all Governors with a SEND update at each Governors meeting (held termly), where actions taken by the school are discussed and agreed.

Complaints

It is the aim of the school to work in partnership with parents to ensure a collaborative approach to meeting the needs of every pupil.

All complaints are taken seriously and are dealt with according to the school's complaints policy and procedures.

Bexley's Local Offer

The SEND Code of Practice 2014 states that Local Authorities must produce a Local Offer, setting out in one place information about provision they expect to be available for children and young people in their area who have SEND, including those who do not have EHC plans.

The Local Offer must include provision in the local authority's area. It must also include provision outside the local area that the Local Authority expects is likely to be used by children and young people with SEND for whom they are responsible.

The purpose of the Local Offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. The offer will include provision from birth to 25, across education, health and social care.

Bexley's Local Offer is available through the following website:

<http://www.bexleylocaloffer.uk/>

Equal Opportunities

Castilion Primary School is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school life. We promote self and mutual respect and a caring and no-judgemental attitude throughout the school.

Review Framework

The policy will be reviewed annually (or sooner in the event of revised legislation or guidance).

Signed: Head Teacher

Date:

Signed: Chair of Governors

Date: