



At Castilion Primary School our values are fundamental expressions of what we think and believe.

- Equality** - ensuring that every individual child has an equal opportunity to make the most of their lives and talents.
- Dignity** - being respected for the children that they are and what they believe in.
- Respect** - treating other children the way they would like to be treated, and acknowledging the thoughts and opinions of other children.

At Castilion Primary School our mission supports wellbeing, participation, relationships and self-esteem.

- Engage** - children have better relationships.
- Enthuse** - children feel safe and are healthy and happy.
- Empower** - children become active and involved in school life and the wider world.

At Castilion Primary School we also adhere to the Amadeus Primary Trust's core values which are: Ambition, Persistence, Adaptability and Thoughtfulness and all of our policies are underpinned by this.

Special Educational Needs and Disability (SEND) and Inclusion Policy

The aims of our special educational need and disability (SEND) policy and practice in this school are to work within the guidance provided in the SEND Code of Practice (2014):

- To make reasonable adjustments and appropriate adaptations for those with SEND by acting to increase access to the curriculum, the environment and facilitate learning for all.
- To ensure that children and young people with SEND have fair and equal access to and are able to fully and actively engage in the activities of the school with pupils who do not have SEND; including extracurricular clubs.
- To reduce barriers to progress by embedding the principles in the [New National Curriculum Inclusion Statements](#).
- To ensure that every child experiences success in their learning and achieves to the highest possible standard.
- To endeavour to secure special educational provision for pupils for whom this is required, that is "additional to and different from" that provided within the differentiated and adapted curriculum, Quality First Teaching and inclusive provision, and to better respond to the four broad categories of need as set out in the SEND Code of Practice:
 - Communication and interaction, such as Autism Spectrum Disorder; Speech, Language and Communication Needs.
 - Cognition and learning, such as Dyslexia, Dyspraxia, Dyscalculia, Moderate Learning Difficulties (MLD), Global Developmental Delay (GDD).
 - Social, emotional and mental health (SEMH), such as ADHD, Attachment Disorders, Emotional Difficulties, Mental Health Difficulties.
 - Sensory and/or physical, such as Hearing Impairment, Visual Impairment, Hemiplegia.

- To establish robust procedures and systems for identifying, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND.
- To listen, respond to and work with parent/carers' and pupils' views in order to establish high levels of confidence and partnership to ensure children are able to get the best from their education.
- To value and encourage the contribution of all children to the life of the school and be a respected member of the school community.
- To ensure well- targeted continuing professional development and support for staff to guarantee that all staff know how to adapt and support pupils appropriately, so that pupils with SEND can access the same curriculum successfully offered to their peers.
- To support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils.
- To work in cooperative and productive partnership with the Local Authority and other outside support agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

This policy has been developed by the SENCO, in consultation with the Senior Leadership Team, staff and governors. It will have due regard to legislation and statutory guidance, including, but not limited to:

- SEND Code of Practice 0-25.
- Children and Families Act 2014 (and related regulations).
- Health and Social Care Act 2012.
- Equality Act 2010.
- Mental Capacity Act 2005.
- Children's Act 1989.
- LA Guidance for Bexley.

Roles and Responsibilities

Initial enquiries or concerns about an individual pupil's progress should be directed to the Class Teacher in the first instance, as every teacher is a teacher of every child or young person, including those with SEND. The name of the SENCO is Emma Hobin-Brady. The SENCO can be contacted directly on a Monday, Tuesday and Wednesday, via the school office or through Class Teachers.

Definition of special educational needs or a disability (SEND)

The definition for SEND from the SEND Code of Practice (2014) states:

SEN: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a ***significantly greater difficulty in learning than the majority of others of the same age***. Special educational provision means ***educational or training provision that is additional to, or different from***, that made generally for others of the same age in a mainstream setting in England.

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.

Admissions of pupils with special educational needs

- Children and young people with SEND have different needs, but the general presumption is that all children with SEND but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our school, in line with the school admissions policy. We endeavour to support and include all pupils where possible through providing appropriate adaptations and provision for pupils, so that pupils with SEND can access the same curriculum successfully offered to their peers.
- For children with an EHCP, parents have the right to request a particular school as part of the consultation process and the local authority must comply with that preference and name the school or college in the EHC plan unless:
 - it would be unsuitable for the age, ability, aptitude or SEND of the child or young person, **or**
 - the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.
- Before making the decision to name our school in a child’s EHCP, the Local Authority will consult with the school by sending a copy of the EHCP paperwork and then consider their comments before a final decision on placement is made. In addition, the local authority must also seek the agreement of the school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).
- Parents of a child with an EHCP also have the right to seek a place at a specialist setting such as a Resourced Provision or Specialist School if they consider that their child’s needs may be better met in such a setting.
- Parents are pointed to the Local Authority’s ‘Local Offer’ by professionals involved with their children, details of which can be found at:
<https://www.bexleylocaloffer.uk/Services/2291>

Identification of SEND (See Appendix A – Flow Chart)

Provision for children with Special Educational needs is a matter for the whole school. The governing body, Principal, Assistant Principals, SENCo, class teachers, teaching assistants and all other members of staff, have important day-to-day responsibilities.

All teachers are teachers of children with special educational needs. Class teachers are responsible for the progress and learning of all their pupils.

We know when pupils need help if:

- Concerns regarding a pupil’s level of progress or inclusion are raised by the pupil themselves, parents/carers, teachers, external agencies, or the pupil’s previous school.
- Screening or intervention monitoring such as that completed on entry or as a result of a concern being raised, indicates gap in knowledge and/or skills.

- Whole school tracking of attainment and pupil progress meeting outcomes indicate lack of expected levels of progress despite Quality First teaching and evidence of class teacher support.
- Using the [Bexley Guidance for SEND Support](#) to Assess, Plan Do and Review:

The [SEND Code of Practice](#) says that schools should follow a Graduated Approach to SEND. At Castilion a four-part cycle (Assess, Plan, Do and Review) is used to support a pupil with special educational needs (SEND). The SENCO and teaching staff identify support and/or interventions to further the pupil's progress, put these agreed actions in place where possible, and regularly evaluate its effectiveness, so that appropriate changes can be made to the type and level of support as needed. All staff will use the London Borough of Bexley's Quality First Teaching and Special Educational Needs Support Toolkit.

The school can ask Specialist Support Services, such as Educational Psychology or Speech and Language Therapy, to provide further advice and support if necessary. At Castilion, we aim to involve specialist support if the pupil fails to make progress, makes minimal progress or continues to work at substantially lower levels than expected, despite every effort being made to support the child at school level (SEND Code of Practice, sections 6.72 and 6.73).

What should a parent do if they think their child may have special educational needs?

- At Castilion Primary School we endeavour to build positive and informative relationships with all of our parents.
- In the event parents have concerns relating to their child's learning and progress then please initially discuss these with your child's teacher. This may then result in a referral to Emma Hobin-Brady, the SENCO.
- All parents will be listened to. Their requests and concerns will be taken seriously and investigated fully. Parent views and their aspirations for their child will be central to the assessment and provision that is provided by the school.
- In the event that the school has concerns that a child may have a SEND, parents will be fully involved at each step in the identification process. This may include but is not limited to:

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 assessments to take place;
 - Discuss the findings of any formal assessment carried out;
 - Agree next steps and appropriate provision for the next term.
- In conjunction with The London Borough of Bexley's Quality First Teaching and Special Educational Needs Support Toolkit, this forms part of the graduated 'Assess, Plan, Do, Review' approach required by the SEND Code of Practice 2015, 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.

How will the school support a child with SEND?

- All pupils will be provided with high quality teaching that is differentiated and appropriately adapted to support pupils appropriately to meet the diverse needs of all learners and reflect their varied learning styles; ultimately ensuring that pupils with SEND can successfully access the same curriculum offered to their peers and achieve well.
- Pupils with a disability will be provided with reasonable adjustments and adaptations (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and ensure their successful access to the taught curriculum in order to achieve their potential.
- The quality of classroom teaching provided to pupils with SEND will be 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 half termly progress meetings that are undertaken between the class teachers/subject leaders and the SENCO or member of the Leadership team, and if suitable, the pupil themselves. Where appropriate, alternative forms of assessment tools will be used to gather a holistic picture of progress for children whose developmental level for their age falls below that of the mainstream system, such as 'The Engagement Model' and 'Pre Key Stage Standards'.
- Additional action to increase the rate of progress will then be identified and recorded that will include a review of the impact of the approaches being provided, 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: Assessment information and 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. Planning should start with the individual child and take account of their wishes and aspirations. 'Person-centered planning' ensures that everyone is involved in all aspects of planning and decision making.
 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.
- In the event 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:
 - Specialists in other schools e.g. teaching schools, special schools.
 - Local Authority support services, including Early Intervention Team (EIT), Advisory teaching services, Inclusion Team, Education Welfare Officers, Educational Psychologists
 - Health Care Professionals, including the school nurse, Speech and Language (Joint Communication) Team, Child and Adolescent Mental Health Services (CAMHS), Children's Emotional Well-Being Services (CHEWS), Occupational Therapy, and Community Paediatrician Service.
 - Social Care, including the Children with Disabilities Service, Family Well-Being Services.
 - 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 education, health and care needs assessment. This may result in an Education, Health and Care (EHC) plan being provided.

How parents/carers be helped to support their child's learning

- The class teacher and/or the school SENCO can offer additional advice on how to support learning at home or be able to signpost to local support groups, including but not limited to [Bexley Voice](#), [Bexley IASS](#).
- Information is available on the [Bexley Local Offer website](#).

Pupils with medical needs (Statutory duty under the Children and Families Act)

The key contact for medical needs is either Emma Hobin-Brady (SENCO) or the school's Senior Administrator.

- Pupils with medical needs which affect daily access to education or require the administration of medical support will be recorded in a Health Care Alert Booklet. For students with more complex needs a detailed Health Care Plan will be compiled in partnership with the school nurse or designated member of staff and parents, and if appropriate, the pupil themselves.
- For some pupils it will be necessary to train further school staff in how to support the pupil across the school day by means other than the administering of medication.
- It is the parents' responsibility to keep the school informed about any changes to the pupil's condition or medication.

Staff training to support children and young people with SEND

- The school provides high quality and well- targeted continuing professional development and support for staff to guarantee that all staff know how to adapt and support pupils appropriately, so that pupils with SEND can access the same curriculum successfully offered to their peers. This includes specialist advice and training to meet individual needs of students as appropriate.
- The school has developed its working relationship with the Autism Advisory Service, Speech and Language Service and the Early Intervention Team to commission staff training programmes throughout the year to develop staff skill set and confidence.
- A termly meeting is held with the Early Intervention Team and other advisory services to seek additional, bespoke support and advice.

Inclusion of children with SEND in activities outside the classroom including educational visits

- All pupils have equal access to a range of extra-curricular activities which take place before, during and after school hours. These aim to develop engagement with the wider curriculum and community.
- Where necessary and appropriate, 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.
- Risk assessments are carried out with procedures and adaptations put in place to enable all children to participate in all school activities where reasonably possible.
- The school ensures it has sufficient staff expertise or will seek external specialist advice to make reasonable adjustments for children with SEND to access school provided activities.

Accessibility of the school environment

- Adaptations have been made to the school site in line with legal responsibility and the school's Accessibility Policy.
- Our Accessibility Plan (statutory requirement) is available via the school website and this describes the actions the school has taken to increase access to the environment, the curriculum and to printed information. During any future refurbishment or rebuild, accessibility will continue to be reviewed.

Transition into our school or within the school

At Castilion, we understand how difficult it can be for children and parents as they move into a new class or to 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 include but are not limited to:

On entry – New joiners to the school:

- Prior to entry, admissions procedures are used to gather information relating to a child's needs.
- A planned introduction programme is delivered to the child and their parents to support transfer for pupils starting school in September. This often includes a photo transition book.

- Where appropriate, the SENCO will visit the current setting to conduct observations and liaise with key adults supporting the child.
- Where possible, the child and their parents are able to attend visits to their new class and have opportunities to meet with their new teacher (and support assistant if applicable).
- If requested there is an opportunity for parents of vulnerable children to bring their children into school to acclimatise them and meet the teacher and see their classroom.
- Parents/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- A member of the Senior Leadership Team will meet with all new parents. Pupils who are known to have SEND will also have the opportunity to liaise with the Principal and SENCO to allow concerns to be raised and solutions to any perceived challenges to be developed prior to entry.
- If pupils are transferring from another setting, the previous school records will be requested immediately and a meeting set up with parents to identify and reduce any concerns. Where a child has known SEND, the school will contact the previous school/ setting or other professionals as needed.

Transition within the school:

- Teaching staff have directed time to liaise in order to pass on relevant SEND information to the receiving class teacher and gather SEND information on their class for the next academic year.
- Before the end of the Summer term all pupils then get the chance to spend a morning with their new class teacher in their classroom for the next academic year.
- Pupils are able to ask questions and find out about the expectations and routines of a new class.
- Pupils who need further support will receive a Transition Book to support the move.
- This is given to the child to take home over the summer holidays to share with parents.

Transition from Primary to Secondary:

- The transition programme in place for pupils provides a number of opportunities for pupils and parents to meet staff in the new school. These opportunities may be further enhanced for pupils with SEND.
- There is a Secondary Transfer review early in the summer term of Year 5 for pupils with an EHCP, to which the Local Authority are invited. This begins the process where parents are able to share their views regarding secondary school choice.
- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible.
- For pupils transferring to local schools, the SENCOs of both schools will meet to discuss the needs of pupils with SEND in order to ensure a smooth transition where possible.
- The records of pupils who leave the school mid-phase will be transferred after the parents have notified the school office that their child has been enrolled at another school.
- The school will invite the next school to the Year 6 Transition Annual Review for pupil with an Education, Health and Care Plan.

How are the school's resources allocated and matched to children's special educational needs?

The school receives funding to respond to the needs of pupils with SEND from a number of sources that includes:

- A proportion of the funds allocated per pupil to the school to provide for their education, called the Age Weighted Pupil Unit for Quality First Teaching (Element 1).
- The Notional SEND budget. This is a fund devolved to schools to support them to meet the needs of pupils with SEND at SEND Support level of the Code of Practice (Element 2).
- The Pupil Premium funding provides additional funding for pupils who are claiming Free School Meals, who are in the care of the local authority or whose parents are in the Armed Services. These students may also have Special Educational Needs.
- For those pupils with the most complex needs, the school may be allocated additional educational needs funding from the Local Authority. This is known as High Needs Top Up Funding. This allocation is determined following an EHC Assessment and subsequent issuing of an Educational, Health and Care Plan.
- This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities. This may include the support of an additional adult, however, this is not always the case.
- Unless the provision of a Teaching Assistant is specified in an EHCP school will allocate the additional support in accordance with the child's needs and available resources. Pupils may share Teaching Assistants and the person working with them may need to change. This may be due to an alteration in the child's needs or as a result of additional special needs within the school. In these circumstances, parents will be notified and an appropriate transition plan put into place to support the child.
- Teaching Assistants are allocated to pupils based on their experience and expertise and their allocation is at the discretion of the school. In the interest of both the child and adult, Teaching Assistants may work with more than one child across the day and will not work with an individual child for more than two years without a change.
- In the event of an emergency, TA's may need to be withdrawn to assist with other children on a temporary basis.

Access arrangements for exam concessions

Where there is a history of need, support and the pupil has concessions as their typical way of working, assessment and application for access arrangements for public examinations will be made by the school. For Bexley Selection Tests, the Local Authority requires that the pupils with SEND have been identified at least a year before the application and that concessions or adaptations similar to those being requested is the pupil's normal way of working. Details about this application can be found on [Selection Tests](#) at the London Borough of Bexley website.

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 non-judgmental attitude throughout the school.

Contacts for further information or concerns relating to SEND

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs please contact in the following order:

- Your child's class teacher,
- Phase Leader,
- SENCo (Emma Hobin-Brady)
- Assistant Principal (Charlotte Annansingh)
- Principal (Yvonne Bishop)

If you feel that your concern has not been suitably addressed, please contact the School Governor with responsibility for SEND.

Support services for parents of pupils with SEND include:

- [Bexley Information Advice Support Service \(IASS\)](#) who offer an impartial and confidential service offering information, advice and support to parents and carers of children with SEND and young people with SEND up to 25 years.
- [Bexley Local Offer's Information, Help, Support and Advice](#) page provides a wide range of sources of information and support for parents.
- Bexley Local Offer also provides a [National Services and Organisations](#) information page, which has contact information of services that may be of assistance if a parent were unhappy with the actions and decisions of the Local Authority.

Additional information and references:

[Local Authority's Local Offer](#): The SEND Code of Practice 2014 states that Local Authorities must produce a Local Offer, this provides information on what services children, young people and their families can expect from a range of local agencies, including education, health and social care. This is to support all children and young people with SEND, including those who do not have an EHC plan. Knowing what is out there gives you more choice and therefore more control over what support is right for your child.

[The SEND Code of Practice \(2014\)](#) This Code of Practice provides statutory guidance on duties, policies and procedures relating to Part 3 of the [Children and Families Act 2014](#) and associated regulations.

[The Special Educational Needs and Disability Regulations 2014 \(legislation.gov.uk\)](#)

[Supporting pupils at school with medical conditions \(2015\)](#)

[Health and Social Care Act \(2012\)](#)

[Equality Act 2010](#)

[Mental Capacity Act 2005](#)

[Children's Act 1989](#)

Glossary (A glossary of terms is included in the appendices of the SEND Code of Practice, p267-275)

EHCP: Education, Health and Care Plan

LA: Local Authority

SEN: Special Educational Needs

SEND: Special Educational Needs and/or Disability

Appendix A

