THE LIGHTHOUSE FEDERATION

Castlefort Academy

# Special Educational Needs and Disability Policy

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| **Approved by:** | **Local Governing Body** |
| **Signed by: Chair of the Local Governing Body** | |
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# Castlefort Academy
# Special Educational Needs and Disability Policy

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## Our Vision and Values

At Castlefort Academy, we endeavour to make learning exciting and enjoyable to enable our pupils to reach their full potential. We provide a nurturing environment in which children thrive so that ultimately, they make a positive contribution to our diverse world.

## Policy Development

The following policy takes into account the SEN Code of Practice 2014 which in itself reflects the information included in the SEN and Disability Act 2001, Equality Act 2010 and the Children and Families Act 2014.

We have a duty to provide appropriate SEN provision for children and young people in order to meet their needs. It is also our duty to 'make reasonable adjustments for disabled children and young people, to support medical conditions and to inform parents and young people if SEN provision is made for them.'

We believe it is our responsibility to publish all details of the SEN provision that we have available in the Information Report and to work with the Local Authority in compiling and reviewing the Local Offer.

## Aims

We consider every teacher to be a teacher of every child, including those with special educational needs and disabilities (SEND). We have the highest aspirations and expectations for all pupils, including those with special educational needs/disabilities. We aim to achieve a community where parents and those working in school have a mutual trust and confidence in each other, created through clear, consistent approaches to communication and collaborative working, to enable outstanding outcomes for children with SEND.

We aim to provide all children, including those with SEND, with a broad, balanced academic and social curriculum, which is accessible and ensures they are fully included in all aspects of school life and feel equally valued and fully part of our school community.

## Objectives

To achieve these aims we will:

- strive to establish a fully inclusive school, eliminate prejudice and discrimination and create an environment where all children can be happy, flourish and feel safe;
- identify a pupil's SEND at the earliest point and then make effective provision, as this is known to improve long term outcomes;

- work in close partnership with parents/carers to achieve these aims through termly review meetings. We are committed to parents/carers participating as fully as possible in decisions and being provided with information and support necessary to enable this;
- support pupils themselves to participate in discussions, and express their views and be fully involved in decisions which affect them, encouraging them to become increasingly effective self-advocates;
- to ensure that pupils with SEND are able to take a full and active part in school life;
- work in close partnership with a range of specialist agencies, as well as the Local Authority, to enable us to provide effective, targeted support;
- to ensure all pupils make effective progress and realise their full potential by embedding the principles in the National Curriculum Inclusion statement https://www.gov.uk/government/collections/national-curriculum.
- provide support, advice and training for all staff working with pupils with SEND to enable them to be increasingly able to adapt teaching to respond to the strengths and needs of all pupils;
- appoint a qualified Special Educational Needs Co-ordinator (SENCo) who will have responsibility for the day-to-day operation of the SEND Policy and co-ordination of specific provision made to support individual pupils with SEND, including those who have Education and Health Care Plans (EHCPs).
- to support pupils with medical conditions full inclusion in all school activities by ensuring consultation with health and social care professionals.

**Admissions**
The school will treat all applications equally and we will not discriminate against pupils with SEND.

**Identifying SEND**
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…. Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision. Code of Practice 2014.

Children have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of children of the same age: or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in mainstream schools

Special educational provision is educational provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

When organising additional support it is very important that we provide children with special educational needs and disabilities (SEND) a broad and balanced curriculum with regular access to all subjects and areas of learning. We believe that children with SEND should not be routinely segregated from their class teachers and peers but included as much as possible within their class.

**Broad areas of need as outlined in the SEND Code of Practice 2014**
These four broad areas give an overview of the range of needs that the school plans to support. In practice, individual children or young people may have additional areas for development in more than one area identified in the Code of Practice.

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical and medical conditions

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. In our school, the needs of the whole child will always be considered in this process, as well as the specific issues that have been raised.

Other factors that may impact on progress and attainment that are not considered SEND:
• attendance and punctuality
• health and welfare
• disability – a child may have a disability and a special educational need although under the current disability equality legislation, a disability alone does not constitute SEN
• speaking English as an additional language
• being in receipt of a pupil premium grant
• being a looked after child
• being a child of a service man or woman
• mental health needs

**A graduated response to SEND support**
Identifying and adapting teaching to meet pupils' needs is a process that is in place for all pupils. The school has rigorous systems, through termly progress meetings, to identify where pupils are not making expected progress or working below national expectations. Class teachers will put in place, if necessary, relevant and timely interventions, through high quality teaching which happens every day, appropriate differentiation (where learning is matched to ability) and in-class support, aimed at closing the gap or raising the attainment. The class teacher will also talk with parents to ensure there is a shared understanding of pupils' needs and to gain parental perspective on any emerging concerns and areas of strength. It may be necessary at this stage for the class teacher to complete an **Initial Concern Record** which outlines concerns, strategies used and the impact of those within a short time frame.

Where a pupil's needs are persistent, the class teacher will complete an **Early Response Plan** and arrange to meet with the SENDCo. At this meeting the requirement for additional assessments will be ascertained. Where appropriate, the child's views will be sought. If, as a result of this process, it is clear that different and additional provision is required to meet the child's needs, the child will then be placed on the school's SEND register at **SEN Support**. The parents will be informed if the school is making special educational provision for a child. The class teacher remains responsible and accountable at all times for the progress and development of all children in his/her class, even where a child may be receiving support from a teaching assistant, a specialist teacher or someone from an outside agency. High quality teaching, adapted for individual pupils, is always seen as the first step in responding to pupils who may have SEND.

Working together, the SENDCo, class teacher, parents and child (where appropriate) will select appropriate support and intervention strategies to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness. This will be delivered by staff with sufficient skills and knowledge. This SEND support will be planned using a four-part cycle (assess – plan – do – review), through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the Graduated Approach. It draws on more detailed approaches, more frequent reviews and more specialist expertise in successive cycles in order to match interventions to the SEND of a child. The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed at the termly

review meeting where all parties will be invited to participate. The review process will include an evaluation of the impact and quality of the support and intervention, and the views of the pupil and their parents. This review will then feed back into the analysis of the pupil's needs. The class teacher, with input from the SENDCo, support staff and the child, will review the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes.

The school may involve specialists at any point for advice regarding identification and/or effective support. However, where a pupil continues to make less than expected progress despite secure evidence of support and interventions that are matched to the pupil's area of need, the school will consider involving specialists, including those secured by the school itself or from outside agencies. Parents will always be involved in any decision to involve specialists along with the child's class teacher and, in appropriate cases, the child themselves. Specialist agencies will only be contacted where parents agree. It is the SENDCo's role to contact any specialist agencies and ensure that the involvement of specialists and what was discussed or agreed is recorded and shared and fully understood by parents, teaching staff and, where appropriate, the child.

Examples of specialist agencies used by and that are available to be used by the school:
• Educational Psychologists
• Child and Adolescent Mental Health Services (CAMHS)
• Walsall NHS Speech and Language Therapists
• Specialist teachers for children with hearing and vision impairment, including multisensory impairment, and for those with a physical disability
• Occupational therapists and physiotherapists

Where pupils are given an **Educational Health Care Plan (EHCP),** the school will work in close partnership with any specialist agencies as named on the plan to provide support and specialist advice.

**The Education, Health and Care Plan (EHCP) process**
Where the special educational provision required to meet the child or young person's needs cannot reasonably be provided from within the resources normally available to the school, the school, in consultation with parents, will consider whether requesting an Education, Health and Care assessment from the Local Authority is appropriate. To inform this decision, the SENDCo will have close regard to the Local Authority's criteria for funding through an EHCP assessment. This can be found on the Local Authority's Local Offer website along with information on the EHCP co-ordinated assessment process and will be shared in full with parents to ensure they are confident and clear about what the process is and how they are involved with it.

**Removing pupils from the SEND register**
In consultation with parents, a child will be considered for removal from the SEND register:
• when he/she has made sustained, good progress that betters the previous rate of progress and has sufficiently closed the attainment gap between themselves and their peers of the same age; or
• where a child's wider development and/or social needs have improved and progress in the targeted area is considered to be sustained;
• If SEN support is no longer required to ensure this progress is sustained.

During this process, the child will continue to receive additional support during each lesson supplied by the class teachers. They will be monitored closely by the SENDCo who will look at samples of work and progress levels on a regular basis.

**SEN Information Report**
The school will publish information about the implementation of the policy for pupils with SEND which will be set out in clear and straightforward language and easily accessible to parents and young people.

The information will include:

- the areas of SEND that we provide support for
- our approach to teaching children and young people with SEND, including how adaptations are made to the curriculum and the learning environment
- policies for identifying children and young people with SEND and assessing their needs, including the name and contact details of the SENDCo
- arrangements for liaising with parents/carers of children with SEND
- arrangements for consulting with young people with SEND and involving them in their education
- arrangements for assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents and young people as part of the assessment and review
- arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood
- the expertise and training of staff to support children and young people with SEND, including how specialist expertise will be secured
- evaluating the effectiveness of the provision made for children and young people with SEN
- support for improving emotional and social development including extra support arrangements for listening to the views of children and young people with SEND
- how the school involves external agencies in meeting children and young people's SEND and supporting their families
- arrangements for handling complaints from parents of children and young people with SEND about the provision made at the school
- arrangements for supporting children and young people who are looked after by the Local Authority and have SEND
- details of the school's contribution to the Local Offer including information on where the Local Authority's Local Offer is published
- admission arrangements for pupils with medical needs
- accessibility plans

**Support for pupils with medical conditions**
We have a duty under the Children and Families Act 2014 to support pupils with medical conditions.

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to the curriculum and enrichment activities, 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 pupils with medical conditions may also have SEND and may have an EHCP, which brings together health and social care needs, as well as their special educational provision where the SEND Code of Practice 2014 is followed. Arrangements in place to support pupils at school with medical conditions are detailed within the school's Policy for supporting pupils with medical conditions.

**Training**
In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are expected to undertake training and development.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The school's SENDCo regularly attends the LAs SENDCo network meetings (Forum) in order to keep up-to-date with local and national updates in SEND.

**Roles and Responsibilities**

**Class teachers and teaching assistants will:**

- refer to individual learning plans to inform short and medium term planning
- implement specific targets and promote appropriate learning strategies aimed at enhancing learning
- ensure a consistent delivery of differentiated learning opportunities to enable pupils to improve and consolidate their skills. This will include adapting/modifying learning activities and resources to enable pupils to reach their learning goals/targets.

**SENDCo will:**

The key responsibilities of the SENDCo are taken from the SEND Code of Practice 0-25 (2014) and include:

- overseeing the day-to-day implementation of the SEND policy
- have the 'National Award for Special Educational Needs Co-ordination' qualification or relevant experience;
- co-ordinating provision for children with SEND
- provide advice and teaching strategies to teachers and support staff;
- liaising with parents of pupils with SEND
- liaising with external agencies, e.g. educational psychologists, speech and language therapists and health and social care professionals
- working with the Head Teacher and Governing Body to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEND up to date.

**The Headteacher and Governing Body will:**

- The Head Teacher will ensure that the SENDCo has sufficient time and resources to carry out their role. This will include providing the SENDCo with sufficient time away from teaching to enable them to fulfil their responsibilities.
- A member of the Governing Body is appointed to have specific oversight of the school's arrangements for SEND and to ensure that the Governing Body is kept informed of how the school is meeting the statutory requirements.
- The Governing Body will, in line with SEND Information Regulations, publish information on the school's website about the implementation of the school's policy for pupils with SEND. This will be in the form of our "SEND Information Report" and will outline our SEND policies and procedures. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.
- The Headteacher will monitor the quality of teaching for pupils and progress rates for pupils with SEND.

**Parents will:**

- work closely with the school in order to develop a partnership that will support SEND pupils.

**Pupils will:**

- make pupils aware that they can be a partner in the delivery of their individual programme as set out in their Individual Learning Plan. We encourage children to take an active role in their learning and to become independent learners.

**Storing and managing information**

- All records containing sensitive information relating to the SEND of pupils in school will be treated as highly confidential and be securely placed in a locked cabinet when not in use. All staff comply with the guidelines set out in the school's Data Protection Policy.
- If documents need to be destroyed they will be shredded.
- On transition to Secondary school, files will be delivered via the local authority's internal mail, hand delivered or sent by registered post.

**Safeguarding pupils with SEND**

Any reports of abuse involving children with SEND at Castlefort Academy will require close liaison with the Designated Safeguarding Lead (or a deputy) and the SENDCo. The school will consider extra pastoral support and attention for these children, along with ensuring any appropriate support for communication is in place.

**Accessibility**

We value all our pupils and are committed to providing a fully accessible environment which includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

**Complaints Procedure**

Pupils, parents, carers and other adults who have concerns or complaints should feel that they can be voiced and will be considered seriously.

Parents who have a grievance or complaint about the nature or amount of special needs that their child receives are encouraged to ask for a mutually convenient meeting with the school in order to resolve the issue.

The school will follow the procedures as outlined in the complaints policy.

**Monitoring the effectiveness of the policy**

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Executive Headteacher and the nominated Governing Body member.