

Special Educational Needs Policy

Version Control				
Version	Date	Agent	Summary of changes	Review Date
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2	July 2019	SLT	Annual Review - No Changes	August 2020
3	August 2020	SLT	Annual Review – No Changes	August 2021
4	June 2021	SLT	Update roles and terminology	August 2022
5	August 2022	SLT	Annual Review – No Changes	August 2023
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Special Educational Needs Policy

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Statutory Compliance

Our legal responsibilities

This policy complies with the statutory requirements laid out in the Special Educational Needs and Disability Code of Practice 0-25 (January 2015) DfE/DoH which requires all schools to 'have regard to the Code of Practice' and has been written with reference to the following guidance and documents:

Children and Families Act 2014 Part 3: Children and young people in England with special educational needs or disabilities.

Equality Act 2010: The school has a statutory duty not to directly or indirectly discriminate against disabled children and young people and must make 'reasonable adjustments', including the provision of auxiliary aids and services for them, and the school must have an 'anticipatory duty' towards disability.

Equality Act 2010 Advice for Schools (DfE February 2013): Non-statutory advice from the DfE to help schools understand how the Equality Act affects them and how to fulfil their duties under the Act.

Working Together to Safeguard Children (2013): Statutory guidance from the Department for Education which sets out what is expected of organisations and individuals to safeguard and promote the welfare of children.

Reasonable adjustments for disabled pupils (2012): Technical guidance from the Equality and Human Rights Commission.

Supporting pupils at school with medical conditions (2014): Statutory guidance from the Department for Education.

The Mental Capacity Act Code of Practice: Protecting the vulnerable (2005)

This policy has been written in light of our Safeguarding Policy and has direct links to our policies on behaviour, anti-bullying, and curriculum. It should be read in conjunction with our SEND Information Report as required by the Special Educational Needs and Disability Regulations (Schedule 1 Regulation 51).

The SEND Policy will be reviewed every year. However, if there are significant changes to context or personnel, this will be amended sooner. The SEND Information Report will be updated annually as required by current legislation.

Definition And Inclusion

Definition of Special Educational Needs and Disability

The Special Educational Needs and Disability Code of Practice (0-25 years) 2015 states that: “A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age; or
- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or post-16 institutions.”

“A child under compulsory school age has SEN if he or she is likely to fall within the definition above when they reach compulsory schools age or would do so if special educational provision was not made for them.” (Section

1: xiii; xiv, xvi)

Many children and young people who have SEN 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 provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. (Section 1: xviii)

This definition includes children and young people with long-term medical conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but where a child requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010, they will additionally be covered by the SEND definition. In addition, we are required to also have regard to statutory guidance regarding supporting pupils/students with medical conditions (DfE 2014).

Inclusion Statement

It is our intent to provide every child with the best education possible. Our objective in setting out the school's SEND policy is to make everyone aware that we want all students to benefit as fully as possible from the education provided within the school.

We believe every child should have the opportunity to experience success in learning at the highest possible standard. We do this by taking account of pupils'/students' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all pupils/students. The achievement, attitude and wellbeing of every pupil/student matters, and creating and sustaining an inclusive culture is the responsibility of every person within our school community.

All children and young people are entitled to an education that enables them to make progress so that they

- achieve their best;
- become confident individuals living fulfilling lives; and
- make a successful transition into adulthood, whether into employment, further or higher education or training.

Special Educational Needs and Disability Code of Practice, 2015.

We cater for students who experience difficulties in:

- communication and interaction
- cognition and learning
- social, emotional, and mental health difficulties
- sensory and physical

We strongly endorse both the Equality Act 2010 and the School Admissions Code of Practice by ensuring that all applications to this school from parents of children who have SEND will be considered and treated fairly and in line with current guidance.

Admissions:

We will:

- treat all applications equally and we will not discriminate against students with SEND.
- consider all applications that have an EHC plan or are going through the process of an EHC assessment/application.
- not refuse a student's application based on their needs unless attending Castles would be a detriment to theirs, or others, safety and/or education.

Aims and Objectives:

We aim:

- To have due regard to the Special Educational Needs and Disability Code of Practice.
- To identify students with special educational needs and disabilities as early as possible and ensure that their needs are met.
- To have in place systems whereby teachers are aware of such students.
- To provide all our children with a broad and balanced curriculum that is differentiated to the needs and ability of the individual.
- To have high ambitions and expectations for students with special educational needs and disabilities.
- To be sympathetic to each child's needs by providing a strong partnership between children, parents, governors, local authority, and outside agencies.
- To ensure all students make effective progress and realise their full potential.
- To ensure all students take a full and active part in school life.
- To protect children from the risk of radicalisation and extremism.
- To ensure compliance with all relevant legislation connected to this policy.

- To collaborate with other schools and the local authority to share good practice to improve this policy.
- Early identification and early intervention are essential for ensuring better outcomes for pupils/students.
- Raising the achievement of pupils/students with SEND is a whole-school responsibility.
- All pupils/students with SEND should have the opportunity to learn alongside their peers in a fully inclusive environment.
- All pupils/students benefit from 'Quality First Teaching': this means that all teachers are expected to assess, plan and teach all pupils/students at a level which allows them to progress.
- Collaborative working with external partners and services is essential to ensure we effectively meet pupil/student need.

RESPONSIBILITY FOR THE POLICY AND PROCEDURE

Role of the Directors (or Proprietors):

- Appointed a member(s) of staff to be the Special Needs Co-ordinator.
- Responsibility for ensuring the Special Needs Co-ordinator will hold a 'National Award in Special Educational Needs Co-ordination' or be working towards this within 3 years of being in post.
- Responsibility for ensuring the Special Needs Co-ordinator is allocated time to undertake the demanding role of SENDCO.
- Delegated powers and responsibilities to the Head of School 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.
- Responsibility for ensuring students with SEND have access to all activities.
- Responsibility for ensuring students with SEND have access to all school facilities.
- Due regard to comply with the SEN Code of Practice when undertaking its responsibilities.
- Responsibility for having in place an admission policy.
- Responsibility for admitting any child whose statement/EHCP names the school.
- Responsibility for publishing a SEN information report.
- Responsibility for having in place an accessibility plan outlining what improvements need to be made to the school facilities so that disabled students can access the curriculum.
- Responsibility for regularly reviewing funding for resources.
- Responsibility for ensuring that the school complies with all equality's legislation.
- Responsibility for ensuring funding is in place to support this policy.
- Responsibility for ensuring this policy and all policies is maintained and updated regularly.
- Responsibility for ensuring all policies is made available to parents.
- Make effective use of relevant research and information to improve this policy.
- Responsibility for the effective implementation, monitoring and evaluation of this policy.

Role of the Head of School:

The Headteacher and Associate Headteacher will:

Ensure all school personnel, students and parents are aware of and comply with this policy.

- The Heads of School hold overall responsibility for monitoring and evaluating the progress of all pupils/students and for making strategic decisions which will maximise their opportunity to learn.
- The Heads of School will delegate the day-to-day implementation of this policy to the Special Educational Needs and Disabilities Co-ordinator (SENDCo) or Co-ordinators.
- The Heads of School will be informed of the progress of all vulnerable learners and any issues with regard to the school's provision in this regard through
 - analysis of the whole-school pupil/student progress tracking system;
 - maintenance and analysis of SEN documents for vulnerable learners as supplied by SENDCo;
 - pupil/student progress meetings with the SENDCo and individual teachers;
 - regular meetings with the SENDCo; and
 - discussions and consultations with pupils/students and parents/carers.
- Provide guidance, support, and training to all staff.
- Monitor the effectiveness of this policy by checking to see if:
 - students with SEND are making sufficient progress appropriate to their ability.
 - school personnel have high expectations of students with SEND
 - appropriate provision is in place.
 - differentiation is put into practice.
 - the student tracking system is effective.

Role of the Local Authority:

The Local Authority has a statutory duty to develop and publish a Local Offer which gives 'information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health, and Care (EHC) plans. In setting out what they 'expect to be available', LA's should include provision which they believe will be available.'

These are the links to the local offers:

North Lincolnshire - <https://localoffer.northlincs.gov.uk/>

Lincolnshire - <https://www.lincolnshire.gov.uk/homepage/131/send-local-offer>

Doncaster - <https://www.doncaster.gov.uk/services/schools/local-offer-send>

North East Lincolnshire - <https://sendlocaloffer.nelincs.gov.uk/>

Rotherham - <https://www.rotherhamsendlocaloffer.org.uk/>

Cambridgeshire - <https://send.cambridgeshire.gov.uk/kb5/cambridgeshire/directory/home.page>

East Riding of Yorkshire - <https://www.eastridinglocaloffer.org.uk/>

Nottinghamshire

<https://www.nottshelpyourself.org.uk/kb5/nottinghamshire/directory/localoffer.page?newdirectorychannel=9>

Role of the Special Needs Co-ordinator:

The SENDCO(s) will:

- have the 'National Award for Special Educational Needs Co-ordination' qualification or relevant experience.
- ensure the detailed implementation of support for children with SEND.
- ensure the implementation of this policy.
- ensure all school personnel understand their responsibilities to children with SEND.
- work with the Head of School to oversee the day-to-day provision for students with SEND within the school including those with education, health, and care (EHC) plans.
- ask the LA, if necessary, to conduct an education, health, and care needs assessment for a child with the parents' permission.
- identify the barriers to learning and what special educational needs provision that a student requires.
- provide advice and teaching strategies to teachers and support staff.
- inform parents of their child's special educational needs.
- provide awareness training for parents.
- arrange meetings with external agencies or professionals
- organise in-house and external support for a student with SEND.
- keep parents up to date with the special educational needs provision for their child including meetings 3 times a year.
- ensure students with SEND have full access to the curriculum.
- lead the development of SEND throughout the school.
- arrange in-service training for school personnel and parents.
- help select, train, organise and manage the SEN team.
- undertake classroom observations.
- ensure differentiated teaching methods are being used.
- track the progress of children with SEND.
- maintain records of all children with SEND.
- may use provision maps to give an overview of programmes and interventions that have been used with distinct groups of students and to monitor the levels of intervention.
- keep up to date with new developments and resources.
- make effective use of relevant research and information to improve this policy.
- consult with parents.
- organise annual reviews.
- work with feeder or transition schools before a child moves into another setting to plan and prepare for transition.
- provide information for the SEN Information Report.
- review and monitor student's progress.
- Complete admissions meetings and arrange for students to join the school; liaising with county, parents, feeder schools and the student themselves.
- Ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes for all pupils/students within school and ensure value for money.

Role of Class Teacher:

Class teachers must:

Liaising with the SENDCo to agree

- appropriate graduated response documents and PSPs
- the daily implementation of this policy and associated working practices document.
- the most effective use of support from additional adults; and
- the most effective interventions and outcomes to meet identified need.

Securing good provision and good outcomes for all groups of vulnerable learners by

- providing differentiated teaching and learning opportunities, including differentiated work for any EAL pupils/students which reduces linguistic difficulty whilst maintaining cognitive challenge; and
- recognising that central to the work of every teacher is the cycle of planning, teaching, assessing and evaluating that takes account of a wide range of abilities, aptitudes and interests of the pupils/students and their preferred learning styles.
- Delivering bespoke and personalised learning offers based on the needs set out by the child's EHCP.
- Communicating regularly with other staff, professionals, students, and parents to gain a holistic understanding of the child.

Role of Teaching Assistants:

Teaching Assistants will:

- work closely with the SENDCO and class teachers.
- provide support for individual or groups of students with SEND.
- provide in- class and out of class support for students.
- assist in the preparation of lessons including preparing resources for learners.
- monitor students' progress.
- provide feedback to teachers and the SENDCO.
- attend appropriate training.
- suggest training needs.

Role of External Specialists:

We will seek the advice and support from the following external specialists if a student continues to make less than expected progress:

- educational psychologists
- Child and Adolescent Mental Health Services (CAMHS)
- hearing impairment service
- vision impairment service
- multi-sensory impairment team
- speech and language therapists
- occupational therapists
- physiotherapists

Role and Rights of Parents:

We encourage parents to:

- work closely with the school to develop a partnership that will support special educational needs students.
- be aware of their child's targets and their progress towards them.
- take part in the review of graduated response documents.
- attend and take part in annual reviews.
- consider requesting an Education, Health, and Care needs assessment.
- be aware of the LAs Information, Advice and Support Service.

Roles and Rights of Students:

We encourage students with special educational needs to understand their rights and to take part in:

- assessing their needs.
- setting learning targets.
- the annual review.

Graduated Approach:

SEND Support: Assess, Plan, Do, Review

There are four distinct categories of SEND need as identified within the Code of Practice 2015:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Physical and/or Sensory

In line with the Code of Practice methodology of Assess, Plan, Do, Review, children with SEND are identified as early as possible. Class teachers are continually aware of pupils'/students' learning and the progress of every pupil/student is routinely monitored as part of the daily teaching and learning and formally assessed every half term. Where a pupil/student does not make expected progress, in spite of quality first differentiated teaching, additional agreed support strategies are put in place. All concerns are shared with parents/carers and individual learning plans are reviewed regularly.

Less than expected progress can be characterised by progress which

- is significantly slower than their peers from the same baseline;
- fails to match or better the pupil's/student's previous rate of progress; and/or
- fails to close the attainment gap between the pupil/student and their peers.

Once a pupil's/student's needs have been correctly identified and any external assessment information has been used to plan for the best 'next steps', the class teacher will meet regularly with the parents/carers to keep them informed of small steps of progress as part of the 'assess, plan, do, review' cycle. However, as part of the review process within the Code, regular formal reviews will be available with the SENDCo. Normally these will be three times a year; more frequent meetings might become necessary if there is a need to move from SEND support towards a request for statutory assessment for an EHCP.

Wherever possible, pupils/students will remain with their class/subject teacher, in the classroom as this is where they learn best, with the rest of their class. However, there are times when 'additional to, different from' interventions need to be offered to support pupils/students in their learning. When any additional support is allocated, whether it is delivered by a teacher, specialist teacher or teaching assistant, the focus of all intervention will be on outcomes; our aim is to put in sufficient support to enable our pupils/students to reach challenging targets, but without developing a learned dependence upon an adult. All pupils/students will be supported, monitored and reviewed appropriately; internal assessments will be moderated to ensure validity and reliability. External advice will be acted upon and any additional training to meet needs will be sought, as necessary.

At every stage of the SEND process, it is our policy to work in partnership with our parents/carers and their child to secure the best possible outcomes.

Each child has their own graduated response document.

Medical Conditions:

We have a duty under the Children and Families Act 2014 to support students with medical conditions. We are aware that individual education healthcare plans (EHC) will state the type and level of support required to meet their medical needs.

Record Keeping :

Accurate and up to date records will be kept that provide:

- evidence tracking data of student progress.
- evidence of outcomes and planned next steps
- details of additional support or different provision made under SEN support.
- details of the involvement of specialists
- evidence of involvement with parents
- evidence that shows a rigorous approach to the monitoring and evaluation of any SEN support provided

We abide by the principles of GDPR and our own GDPR policy when keeping any records.

Admissions:

We will:

- treat all applications equally and we will not discriminate against students with SEND.
- consider all applications that have an EHC plan or are going through the process of an EHC assessment/application.
- not refuse a student's application based on their needs unless attending Castles would be a detriment to theirs, or others, safety and/or education.

The school aims to provide for students:

- a broad and balanced curriculum
- quality first teaching
- a curriculum which is differentiated to their needs.
- a range of teaching strategies to meet their needs.

Complaints Procedure:

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

The Local Authority must have in place 'arrangements with a view to avoiding or resolving disagreements between parents and certain schools about the special educational provision made for their child.' (SEN Code of Practice).

Training:

All school personnel:

- have equal chances of training, career development and promotion.
- receive training on this policy on induction which specifically covers:
 - the SEN Code of Practice
 - the Graduated Approach
 - Inclusion
 - Differentiation
 - Student tracking
 - Working with students with SEN
 - Safeguarding and Child Protection
 - Intervention programmes

Awareness training will be provided by the SENDCO and by support teachers on specific topics and concerns.