

# Castle Hill St Philip's CE Primary School



## SPECIAL EDUCATION NEEDS AND DISABILITY POLICY

Date policy last reviewed: September 2024  
To be reviewed: September 2026

## **Introduction**

At Castle Hill School we aim to provide a broad and balanced curriculum for all children who at any time might be in need of special educational provision with regard to their academic, emotional or physical abilities.

Our school is warm, welcoming and open to all children and the ethos reflects a commitment to inclusion and equal opportunities. We are concerned with developing inclusive values, shared between all members of the school community. Systems have been implemented for early identification of barriers to learning and participation and we aim to minimise those barriers and maximise resources to support learning and involvement.

## **Special educational needs and disability (SEND)**

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 children of the same age, or
- has a disability that prevents or hinders him or her from making use of educational facilities of a kind generally provided for children of the same age, in mainstream schools.

Special educational needs and disabilities can be considered as falling under four broad areas:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health (SEMH)
4. Sensory and/or Physical Difficulties

## **Aims**

We aim to ensure that a child with SEND should have his/her needs met by:

- Promoting early identification and assessment of children's needs.
- Enabling pupils with SEND to receive opportunities to develop to their full potential in all areas of the curriculum.
- Providing a consistent framework of support to teaching staff to enable them to respond quickly and appropriately to children's needs.
- Working in partnership with parents, valuing their knowledge, views and experience in relation to their child's needs.
- Valuing children's individual achievements and promoting their self-esteem.
- Liaising with appropriate support/children's agencies such as the Targeted Education Support Service, Educational Psychologist, health and social services etc.

- Providing teachers and teaching assistants with support, expertise, resources and training in order to assist them in planning and providing a relevant and differentiated curriculum for all children.
- Monitoring and reviewing provision on a regular basis and looking at the impact of provision on raising standards.

## **Identification**

Castle Hill St Philip's Primary School recognises the importance of early identification, assessment and provision for any child who may have special educational needs. Our reception teacher liaises with Early Years settings to find out which children may need additional support when they enter school.

The records of children transferring from other primary schools will be carefully checked to aid identification. Once children are admitted the following identification arrangements apply:

- The class teacher will identify any concerns using classroom observation and informal assessment.
- Parents voicing a concern may highlight a particular need.
- Outside agencies may bring a problem to the school's notice.
- Evidence obtained from standardised screening or assessments.

## **A Graduated Approach to SEND Support**

All children are entitled to Inclusive Quality First Teaching. The class teacher is responsible for the progress and development of the children in their class, including where children access support from teaching assistants or specialist staff.

At times children may need additional or different support. This may be for a short period of time or may be over a number of years or ongoing.

At Castle Hill St Philip's CE Primary School we use the following system of response:

### **Wave 1**

This may apply to many children at some point of their education.

- Teacher notices some difficulty or have a cause for concern
- Analyse tracking data
- Have conversation with SENDCO/Phase Leader
- Differentiate tasks as appropriate
- Discuss with pupil and parent/carers – perhaps during parent consultation meetings.

## **Wave 2**

This may apply to several children at some point of their education.

- Low level of support needed
- Specific intervention directed by the teacher in consultation with Phase Leader/SENDCO
- Think about removing barriers
- Make adaption to the learning environment.

## **Wave 3**

This may apply to a small number of children at some point of their education.

- Higher level of support needed
- Directed by class teacher in consultation with SENDCO and specialist outside agencies
- One-to-one or small group work

## **Education, Health and Care (EHC) Plan**

This may apply to a very small number of children at some point of their education.

- Additional funding from Local Authority
- High level of support needed
- Personalised learning programme
- Directed by class teacher in consultation with SENDCO and specialist outside agencies

At each wave of intervention the school may call on the expertise of a number of outside agencies including Targeted Education Support Service (TESS); Educational Psychology Service (EP); Speech and Language etc to offer specialist advice or support. When outside agencies are involved with a child, parental consent will be obtained and any reports or findings shared with parents/carers.

## **Supporting Pupils with Medical Conditions**

The school recognises that children at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEN) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice 2014 is followed.

## **Roles and Responsibilities**

### **SEND Governor:**

- Make sure that the necessary support is made for any child who attends the school who has SEND.
- Monitor provision, standards and expenditure through regular reports to the Governing Body, meeting with SENDCO and analysis of data.

### **Inclusion Manager (SENDCO): Mrs Helen Wallace**

- Work closely with teachers, phase leaders and teaching assistants to help determine the strategic development of the SEND policy and provision within the whole context of our school improvement plan.
- Support the Head teacher in the day-to-day operation of the school's SEND provision and ensure that relevant background information about individual children with SEND is collected, recorded and updated.
- Be a key point of contact for the local authority support services.
- Liaise with other settings and schools at transitions.

### **Phase Leaders – Assistant Headteachers**

- Liaise with SENDCO.
- Support SENDCO in day-to-day management of SEND.
- Support class teachers and teaching assistants in the planning and delivery of specific interventions.
- Monitor progress of all pupils, including those with SEND.

### **Class Teachers**

All class teachers have responsibility for:

- Planning for and teaching the range of children within their class effectively across the curriculum areas.
- Identifying a child with SEND.
- Keeping parents/carers informed of their child's progress, any concerns, and action to be taken.
- Attending meetings with parents/carers as and when appropriate.
- Informing colleagues and those concerned with the child of any information imparted by parents/carers pertaining to the child's progress.
- Liaising with TAs and managing TAs to make best use of the resources available in class to support pupils with SEND.
- Planning and or delivering interventions to individuals or groups of children in their class.

## **Teaching Assistants**

TAs have responsibility for:

- Assisting the class teacher in the implementation of lesson plans.
- Assisting the class teacher in the implementation of Individual Education Plans and programmes from external professionals.
- Supporting the effective delivery of a differentiated/personalised curriculum.

## **Parents/Carers**

We believe that the partnership between school and parents/carers is important in enabling children with SEND to achieve their potential. Parents/carers hold key information and have a critical role to play in their child's education. Parents/carers are encouraged to be involved and account is taken of their wishes, feelings and perspectives on their child's development.

- The school has a positive attitude towards parents/carers and will acknowledge and draw on parental knowledge and expertise in relation to their child.
- The school will tell parents when they first identify that a child has SEND and will explain the purpose of any intervention or programme of action.
- The school recognises the personal and emotional investment of parents and tries to be aware of their feelings.
- The school respects the differing needs parents themselves may have, such as a disability, or communication barriers.
- The school respects the validity of differing perspectives and seeks constructive ways of reconciling different viewpoints.
- The school gives parents access to information, advice and support during assessment and any related decision-making processes about special educational provision.

Parents/carers have a responsibility to:

- Inform the school about who has parental responsibility for a child.
- To communicate regularly with the school and alert us to any concerns they have about their child's learning or provision.
- Support their child with any homework or targets set by the class teacher.
- To ensure their child attends school regularly and on time and to maximise the opportunities available to them.

## **Pupils**

Children, who are capable of forming views, have the right to receive and make known information, to express opinion, and to have that opinion taken into account in any matters affecting them. The views of the child should be given due weight according to the age, maturity and capability of the child.

(The United Nations Convention on the Right of the Child)

Children at our school should feel confident that they will be listened to and that their views will be valued. Pupils with SEND will:

- Where possible, participate in the decision-making processes that occur in their education, including the setting of learning targets.
- Be encouraged to share in the recording process and in monitoring and evaluating their own performance.

School staff recognise the need to maintain a balance between giving children a voice and encouraging them to make decisions without overburdening them with decision making procedures where they have insufficient experience and knowledge or make appropriate judgements without additional support.

### **Support Agencies**

The school works in co-operation with support agencies in making provision for children with SEND. Many children have a range of difficulties that require a concerted approach from the school, healthcare professionals, social services departments, specialist support services and other providers. The school aims to work with these agencies to provide an integrated service. Twice yearly Planning and Review Meetings provide a forum for school staff and other agencies to co-ordinate their support for individual pupils with SEND.

### **Storing and Managing Information**

Information is stored and managed in line with the school's data security policy and complies with general data protection regulations (GDPR).

### **Reviewing the Policy**

The SEND Policy will be reviewed every two years, taking account of the views of key stakeholders.

### **Dealing with Complaints**

Please refer to the school complaints policy.

For further information please refer to the schools SEND Information Report available on the school website.

## Graduated Response to SEND - Generic Flowchart

