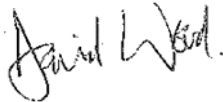





Castle Newnham School

TRADITIONAL VALUES, BRIGHT FUTURES, ONE JOURNEY

Special Educational Needs and Disabilities Policy

Governors' Committee:	Curriculum and Standards Committee
Adopted by the Governing Body on:	21 June 2021
Signed: (Chair of Committee)	
Signed: (Headteacher)	
Proposed date of review:	June 2022

A. RATIONALE

The Education Act 1996 says that a child has special educational needs (SEN) if they have a learning difficulty which calls for special educational provision to be made for them.

A learning difficulty means that the child either:

- a) has significantly greater difficulty in learning than the majority of children of the same age

OR

- b) has a disability, which either prevents or hinders the child from making use of the educational facilities which are provided for children of the same age in a mainstream school

The definition of a disability is taken from the Equality Act (2010) and is considered to be a physical or mental impairment that has 'substantial' and 'long-term' negative effect on your ability to do normal daily activities. As this policy relates to both special educational needs and disability, hereafter the policy and pupil's needs related to this policy will be referred to as SEND.

SEND provision means educational provision which is additional to, or different from the provision made generally for children of the same age in a mainstream school (SEND Code of Practice, 2014)

Everyone at Castle Newnham is committed to providing the conditions and opportunities to enable any child with SEND to be included fully in all aspects of school life. The SEND policy also supports the stated ethos of caring for and valuing the individual, respect for one another, high expectations and very good behaviour. We aim to encourage and embody the traditional values of hard work, intellectual curiosity and challenge, lively debate, courtesy, equality, kindness and healthy lifestyles.

Links to other policies:

- Equal opportunities policy
- Teaching and Learning
- Behaviour
- School admissions
- Safeguarding and Child Protection
- Mental Health and Wellbeing
- SEND Information report
- SEND Accessibility Plan
- Intimate Care Policy

B. AIM

The specific aims of our SEND policy are as follows:

- To identify pupils with SEND and ensure their needs are assessed, provided for and regularly reviewed
- To ensure that pupils with SEND are offered full access to a broad, balanced and relevant curriculum and wider opportunities within the school

- To ensure that all learners make the best possible progress
- To ensure families are informed of their child's special needs and that there is effective communication between families and school
- To ensure that learners express their views and are involved in decisions about their education and how best to meet their own needs
- To promote effective partnership and involve outside agencies when appropriate

C. PRINCIPLES

The SEND Register

Pupils will be listed on the SEND register if they are in receipt of SEND provision according to the definition above. They will be listed as either having an Education, Health and Care Plan (EHCP) or as being in receipt of SEN support.

- If a pupil has an EHCP, the provision for the pupil will be determined by what is written on the EHCP and the Local Authority will provide support for this provision with funding.
- SEN support is a school based category and the support is determined by the school with input from parents, the pupil and specialist outside agencies where appropriate. The Assess, Plan, Do, Review (APDR) Process will define this.

Following the SEND Code of Practice, pupils listed on the SEND register will be identified as having needs in one of the following areas:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health
4. Sensory and/or Physical Needs

The support offered to pupils on the SEND register will be personalised depending on their individual needs and abilities and will be monitored closely and regularly through the assess-plan-do-review cycle detailed below.

Roles and Responsibilities

Governing Body

The Governing Body, in collaboration with the Principal, determine the school's general policy and approach to provision for pupils with SEND. A governor serving on the panel will be named as having responsibility for overseeing SEND provision within the school. The SEND governor will liaise with the Assistant Headteacher for Inclusion and SEND and report back to the full governing body.

The Assistant Headteacher for SEND and Inclusion will also act as the federation's Mental Health and Wellbeing Lead.

Principal/Primary Headteacher

The Principal and the Primary Headteacher have responsibility for the day to day management of all aspects of the school's work, including provision for children with SEND. The Principal and Primary Headteacher should keep the governing body fully informed and also work closely with the Assistant Headteacher for Inclusion and SEND.

Assistant Principal for Inclusion

The Assistant Principal for Inclusion is a member of the school's Senior Leadership team. In collaboration with the Principal and the Governing Body, they play a key role in determining strategic development of the SEND policy and provision in the school in order to raise the achievement of children with SEND.

Key responsibilities are:

- Leading SEND and inclusion across the federation
- Carrying out activities of SENDCo on the North site, to include:
 - Overseeing the day to day operation of the school's SEND policy
 - Co-ordinating provision for children with SEND
 - Liaising with and advising other teachers
 - Overseeing the records of children with SEND
 - Liaising with families of children with SEND
 - Liaising with external agencies

Secondary SENDCo

The Secondary SENDCo has a key role in determining the development of the SEND policy and provision for all secondary pupils on the North site in order to raise achievement of secondary children with SEND. The Secondary SENDCo is line-managed by the Assistant Principal for Inclusion.

Key responsibilities are:

- Supporting the work of the Assistant Principal in ensuring a whole-federation approach to SEND
- Overseeing the day to day operation of the school's SEND policy for secondary pupils
- Ensuring that the graduated response is appropriately applied including the APDR cycle.
- Co-ordinating provision for children with SEND in secondary
- Liaising with and advising teachers
- Line managing Learning Support Assistants in primary (LSAs)
- Overseeing the records of children with SEND in secondary
- Liaising with families of children with SEND in secondary
- Liaising with external agencies

Primary SENDCo

The Primary SENDCo has a key role in determining the development of the SEND policy and provision for all primary pupils on the North and South site in order to raise achievement of primary children with SEND. The Primary SENDCo is line-managed by the Assistant Principal.

Key responsibilities are:

- Supporting the work of the assistant principal in ensuring a whole-federation approach to SEND
- Overseeing the day to day operation of the school's SEND policy for primary pupils
- Co-ordinating provision for children with SEND in primary
- Liaising with and advising teachers
- Line managing Learning Support Assistants in primary (LSAs)

- Overseeing the records of children with SEND in primary
- Liaising with families of children with SEND in primary
- Liaising with external agencies

Federation Assistant SENDCo

Assisting the Assistant Principal and Primary and Secondary SENDCos with the day to day administration of the SEND policy. The Federation Assistant SENDCo will support the Primary and Secondary SENDCos with their responsibilities as listed above and as delegated by their line manager, who is the Assistant Principal (Inclusion).

Teaching Staff

All teachers are teachers of children with Special Educational Needs and they are accountable and responsible for the progress of all pupils in their class, including where pupils access support from LSAs/TAs or specialist staff. High quality teaching, personalised for individual pupils, is the foundation of support provided for pupils with SEND and teaching staff are responsible for planning and delivering lessons to meet the needs of all their pupils.

Learning Support Assistants (LSAs)/Teaching Assistants (TAs)

LSAs/TAs work with the SENDCo and class teachers to provide support for children with SEND across the school, liaising with class teachers, maintaining records of the children they work with and attending reviews and meetings as appropriate.

Parents of pupils with SEND

The school treats parents as partners and will report to parents and seek their views regularly about the progress their child is making. We welcome parental engagement and parents are encouraged to contact their child's form tutor and/or the Assistant Principal, Secondary or Primary SENDCo as needed either by telephone or appointment.

Pupils

Pupils are encouraged to participate in the decision making process about the support they require to enable them make progress and succeed in school. They are also encouraged to take responsibility for their own learning and become independent and resilient learners who strive to achieve their personal best.

D. PROCESSES

Identification of pupils

Castle Newnham are committed to early identification of pupils with SEND in line with the Code of Practice. A pupil's SEND may be identified using information from a number of sources, including:

- Class/subject teacher
- Previous school(s)/educational setting(s)
- Concerns from a member of staff in school
- Concerns from a parent
- Data from assessments
- Information from a specialist agency working with the pupil or family

Pupils with SEND with or without an Education, Health and Care Plan, will have their needs assessed and monitored using an assess, plan, do, review cycle in line with guidance in the Code of Practice:

Assess

When a pupil is initially identified as having SEND and at regular intervals thereafter, the Assistant Principal / Primary SENDCo will undertake an assessment of their needs. This information used for this assessment may come from a variety of different sources, including feedback from teaching and support staff, information from parents and data from assessments and behaviour systems. This assessment will help to inform the support and interventions a pupil will require to ensure their needs are being met.

Plan

When it is initially decided that a pupil will be provided with SEND support, the parents will be notified. At this stage of the process, support and intervention will be planned with clear rationale and outcomes decided. This support will primarily take place within the classroom setting. On some occasions, it may be more appropriate for support to be delivered outside of the classroom setting but this will be agreed with the class or subject teacher to minimise disruption to the pupil's main curriculum.

The plan for support will be communicated to all members of staff who work with the pupil and a review date will be agreed. Depending on the pupil's needs and phase of education, information may be communicated using one (or more) of the following methods:

- Education, Health and Care Plan
- Individual Education Plan
- One Page Profile
- Care Plan

Do

The class or subject teacher will remain responsible for working with the pupil on a daily basis, using the support strategies identified. They will liaise closely with teaching assistants or specialist staff involved to plan, deliver and assess the impact of the strategies they are using. The Secondary/Primary SENDCo will support the class or subject teacher to offer advice or undertake further assessments of a pupil's strengths and weaknesses where necessary.

Review

The effectiveness of the support and interventions will be reviewed termly or will be set at regular intervals appropriate to the pupil's needs. Support will be revised in line with the pupil's progress and development. Review activity includes:

1. Standardised tests
2. Assessment data
3. Learning walks and observation
4. Book scrutiny
5. Qualitative comments from staff
6. Conversations with parents
7. Feedback from other professionals

Involving specialists

Where a pupil continues to make less than expected progress, despite support and interventions being matched to the pupil's area of need using the above process, Castle Newnham will consider involving specialist outside agencies. Parents will be involved in the decision to request specialist support for their child. Outside specialists may include:

- Educational Psychologists
- Autism Advisory Teachers
- SEND Advisors and Officers
- Speech and Language Therapists
- Occupational Therapists
- CHUMS or CAMHS

Transition Support

When it is time to transfer to a different phase of education, consideration needs to be given to the pupil's transition requirements. The support a pupil needs will be determined on an individual basis in conjunction with members of staff in school, parents and the pupil themselves.

Arrangements for training

Castle Newnham regularly reviews the training needs for all staff, taking into account both their individual professional development and school priorities. Training is provided for staff on SEND using the expertise of members of staff in school or, where appropriate, using external training providers.

Admissions arrangements

Castle Newnham acknowledges its responsibility to admit pupils with recognised SEND as well as identifying and providing for those not previously identified as having SEND. The Principal is responsible for the admission arrangements which are in line with those established by the Local Education Authority.

E. MONITORING, ASSESSMENT & EVALUATION

Evidence of the effectiveness of this policy will be demonstrated with progress in learning or improvements in behaviour for children with SEND. This may be evidenced using one or more of the following methods:

- Ongoing teacher and LSA/TA observations of the child in the daily classroom setting
- Records and evidence of the child's work showing progress towards age related expectations
- Evidence of progress towards targets at reviews
- Scores on standardised testing
- Records and evidence of the pupil's progress towards improving behaviour
- Discussion with the pupil about their progress
- Discussion with parents about the pupil's progress
- Discussion with outside agencies about the pupil's progress

The success of the policy will result in the needs of all children with SEND being met by:

- Having the systems in place to identify children with SEND as early as possible
- Making use of good practice in planning for, teaching and assessing children with SEND
- Regularly reviewing the child's progress against targets set
- Providing additional intervention if progress is not adequate
- Considering the wishes of the child at an appropriate level
- Having a positive and effective partnership with parents
- Encouraging a multi-disciplinary approach whenever appropriate

In line with national guidance, this policy will be reviewed and updated annually.