



# **POLICY FOR SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND)**

REVIEWED: 9<sup>TH</sup> May 2018

Signed: *Wendy Gibson* (Chair)

## Special Educational Needs and Disability (SEND) Policy

### Policy Rationale

The purpose of this policy is to clarify procedures, responsibilities and methods of evaluation in meeting pupil's Special Educational Needs with regard to the Code of practice 2014 and the Disability Discrimination Act (DDA) 2001 and 2005.

### The Disability Discrimination Act (DDA) 2001 and 2005

The school welcomes applications from disabled children and is willing to make reasonable adjustments to ensure that they are not at a substantial disadvantage. (See section 8)

### A Definition of Special Educational Needs

Children have Special Educational Needs if they have a difficulty which calls for special educational provision to be made for them which is additional to, or otherwise different from, the other children in their year group.

Special Educational Needs fall into four categories:

- Cognition and Learning
- Behavioural, Emotional and Social Development
- Communication and Interaction
- Sensory and/or Physical

Children may have needs which fall into more than one category or which may be inter-related.

When assessing a child's Special Educational Needs, we are aware of social and cultural issues and also changes in an individual child's circumstances which may precipitate a SEND for a period of time.

We acknowledge that children who are particularly able may require special provision to be made for them in order to ensure that they are educationally challenged.

### Our Objectives, Guiding Philosophy and Principles

At Castle Park School, we aim to maintain a welcoming and inclusive ethos where all children have the opportunity to achieve their personal potential.

We consider our school to be a community where all children are equally valued and have the same opportunities for participation.

We accept that, with the appropriate physical environment, staff training, strategies and support, most children with Special Educational Needs can be successfully included and have their needs met in a positive and pro-active way. However, as we are a mainstream school,

for some children with very severe or especially complex difficulties we are not able to best meet their needs and would recommend other specialist provision.

Children with Special Educational Needs are offered full access to a broad and balanced education, including the Early Years Curriculum.

We work in partnership with parents/carers to help develop their child/children's learning and development.

### [The Co-ordination of Special Educational Needs Provision within the School - Roles and Responsibilities](#)

Provision for pupils with SEND is managed by the school's Inclusion Team. The Inclusion Manager is Sam Brooks and the Assistant Inclusion Manager is Jill Airey.

The Inclusion Team's duties include:

- to oversee the day-to-day operation of the school's SEND policy
- to liaise with headteacher, class teachers and support assistants on the identification and monitoring of pupils with SEND
- to co-ordinate the provision for pupils with SEND
- to organise the annual reviews of children with Educational Health Care Plans (EHCP)
- to maintain the SEND register and oversee the documents of all pupils with SEND
- to liaise with parents/carers of SEND children
- to liaise with external agencies including the LA's support and educational psychology services, health and social services and other voluntary bodies
- to contribute to the continuous professional development and training of staff
- to maintain and make effective use of supporting paperwork

Once concerns have been raised about a child's development or progress, by either parents or school staff, the Inclusion Managers will liaise with parents, class teachers and other relevant staff to ensure the child's needs are being met.

The Headteacher keeps the Governing Body fully informed about the school's provision for children with Special Educational Needs. The Governing Body appoint a governor to have specific oversight of the school's arrangements for meeting Special Education Needs. The designated Governor is currently Mr Colin Fisher. The Inclusion Managers meet with the Special Needs Governor each term, following which the SEND Governor presents a report at Full Governing Body meetings.

Subject Leaders are responsible for ensuring that suitable provision is made for pupils with SEND in their curriculum areas.

### [Admissions Procedures](#)

Places at Castle Park are offered in accordance with the school's admissions policy and procedures.

## SEND Specialism

We use the expertise available in the school and liaise with and use the services of outside agencies where appropriate.

## Accessibility to the School Facilities for Children with Disabilities

The school is built at ground floor level and does not have any upper floors. Each building has ramps for ease of access.

In accordance with the Disability Discrimination Act 2001, the school has drawn up and regularly updates its Accessibility Plan.

## The Identification, Assessment and Review of Pupils with Special Educational Needs.

The SEND Code of Practice 2014 sets out a four stage model of graduated action and intervention. This approach recognises that there is a continuum of Special Educational Needs and, where necessary, brings increasing specialist expertise to bear on the difficulties a child may be experiencing.

When a child is identified as requiring interventions that are additional to or different to those provided as part of the school's differentiated curriculum, the following procedures will be followed:

- the class teacher and Inclusion Managers will meet with the child's parents to discuss their concerns
- pupils may be placed on the school's Register of SEND to continue monitoring any concerns
- an Individual Pupil Plan (IPP) may be written in conjunction with the parents and pupil to identify their specific needs and how the school will meet those needs from the school's resources. IPPs contain a small number of specific targets, ideally three or four, designed to enable the pupil to progress. Progress against the targets set on the IPP will be reviewed at least termly.
- any specific interventions put in place are regularly monitored by the Inclusion Team for the duration of the intervention.

For the majority of children, sufficient progress will be made over time for additional support to be removed. But if a child's progress is still causing concern, they may be referred to external professionals for further assessment and guidance. This could include advice from Educational Psychology, Specialist Teaching Service, Therapy Services (Speech and Language, Occupational Therapy) etc.

Some Special Educational Needs are referred to as 'high incidence' needs. These are commonly occurring needs, such as dyslexia, general learning difficulties, and emotional, social and mental health difficulties. The provision for pupils with 'high incidence' needs are met within school, as the funding for the provision to meet their SEN is delegated directly into the school's budget.

Special Educational Needs that are severe, profound and/or lifelong are referred to as 'low incidence' needs. These could include autistic spectrum condition, Down Syndrome, severe emotional, social and mental health difficulties etc. Pupils with 'low incidence' special needs may proceed to a full assessment of their needs, which may result in an Educational Health and Care Plan being put in place. The Headteacher, class teacher and Inclusion Managers will work closely with parents to explain the processes involved with an EHCP. The views of the parents and professionals involved with the child are sought, detailed reports collected and presented to Local Authority SEN Assessment Panel who decide on how the authority can best meet the child's needs. This may lead to extra resources being allocated to the child. The EHCP is reviewed annually.

If a child has an identified Special Educational Need when they start in the Nursery or Reception Class, information from the child's previous educational setting will support the transition process and the development of an appropriate IPP for the new setting.

Care is taken in the identification and assessment of the special educational needs of children whose first language is not English. When necessary we make use of home language interpreters during the assessment process and to gain parental views.

### [Access to the Curriculum](#)

All pupils have an entitlement to a broad and balanced curriculum. Teachers, in their planning and assessments, target individual needs, supported by effective whole-school policies and frameworks. They use a wide range of teaching strategies and approaches to ensure differentiation. Teaching and learning styles are taken into account and, where appropriate, tasks may be broken down into small steps to facilitate success, and short-term, achievable targets set. Pupils are fully involved when setting targets for next steps of learning and their success and achievements are recognised through the positive consequences of the school's Behaviour Policy (see Appendix 2 of Behaviour Policy).

Where appropriate we withdraw pupils, individually or in small groups, from the classroom to work on specific programmes such as transition programmes, Life Skills, Social Interaction Groups, Reading Intervention, and Maths RECAP.

### [Pupils with Challenging Behaviour](#)

Pupils with SEND may also present challenging behaviour from time to time. This will normally be addressed through the school's Behaviour Policy sanctions (See Appendix 3 of Behaviour Policy). Such behaviour may require a Behaviour Management Plan written in conjunction with parents. Within this Behaviour Management Plan, specific strategies may be included which are additional to the sanctions specified in Appendix 3 of the Behaviour Policy, at the discretion of the Inclusion Manager and headteacher. School will work closely with parents and other agencies, where necessary, to identify why a child may be presenting with challenging behaviour and help the child develop strategies to control their behaviour.

Pupils may be referred to the Pupil Referral Unit in Barrow for additional support with challenging behaviour. This may result in a child being dual placed at Castle Park School and the PRU.

For pupils with SEND at risk of exclusion, careful consideration of the circumstances will be made before taking the decision to exclude the pupil. This decision will be taken after consulting the Chair of Governors and the LA will be informed to ensure that there is no discrimination against pupils with SEND on the basis of their special needs.

### Allocation of Resources

- The Inclusion Managers are responsible for the operational management of the specified and agreed resourcing for special needs provision within school, including the provision for pupils with EHCPs.
- The headteacher or SEN Governor keep the governing body informed of how the funding allocated to support special educational needs has been deployed.
- The school publishes the SEN Information Report, which is updated each year on the school's website to inform parents of how SEND funding has been used to support pupils with additional needs.
- The headteacher and Inclusion Managers meet regularly to agree the effective use of resources, including those directly related to EHCPs.
- The effectiveness of the resources for special needs will be monitored as part of the on-going process of self-evaluation in school.

### Complaints procedures

The school's complaint procedures are available on the school website or from the school office. Under the SEND and Disability Act 2001, parents can request the services of an independent disagreement resolution. The Inclusion Managers will provide more information about this upon request.

### Section 3

#### Staffing and Partnership

The school undertakes an annual audit of staff training needs related to SEND issues through the appraisal process and the changing needs of pupils. The school meets these CPD needs where possible, in conjunction with identified school priorities. Additional CPD may be sourced from outside agencies e.g. health services. The Inclusion Managers give particular support to Newly Qualified Teachers and new members of staff as part of their induction.

The Inclusion Managers, in consultation with the headteacher/staff development officer, will provide training through the INSET programme to ensure all staff are fully informed of relevant SEND issues and procedures within school.

#### Partnership with Parents

Class teachers work closely with parents throughout their child's education. Parents should, in the first instance, contact the class teacher where there may be a cause for concern.

At all stages of the SEND process, the school will keep parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents and encourage them to make an active contribution in their child's education.

Cumbria SEND Information, Advice and Support Service (IAS), formerly Cumbria Parent Partnership Service, is available to support parents of pupils with SEND and parents can contact Karen Hull on Tel: 01229 407559 Email: karen.hull@cumbria.gov.uk. More information is available on the Cumbria County Council website under the School and Learning section.

### Links with other schools

The Inclusion Managers liaise with the SEN Co-ordinators of Secondary schools to ensure that effective arrangements are in place to support students at the time of transfer. This usually takes place in the summer term for Year 6 students, or sooner if necessary.

The Inclusion Managers liaise regularly with other Inclusion Managers through the Kendal Collaborative Partnership SENCo group.

### Links with other agencies

The school works closely with all of the LAs Pupil and School Support services when identifying, assessing and making provision for special needs students.

School liaises with: -

- Children's Services (Social Care)
- Health services including speech therapy, occupational therapy, physiotherapy and hearing specialists, community paediatrician, school nurse
- Children and Adolescent Mental Health Service (CAMHS)
- Educational Psychology Service
- Early years advisory teachers
- Autism advisory teacher
- Speech and language advisory teacher
- Visually impaired advisory teacher
- Hearing impaired advisory teacher
- Physical/medical advisory teacher
- Education behavioural advisory teacher
- Liaison with medical practitioners giving advice and recommendations for pupils
- Other independent professionals and voluntary bodies e.g. Barnardos, East South Lakeland Children's Centre (42a Grasmere Crescent, Kendal, Cumbria, LA9 6LP Tel: 01539 730555)
- School Counselling Service
- Parent Support Adviser
- Education Welfare Officer

### Success Criteria

The success of this policy is judged against the aims set out above.

**Signed: Wendy Gibson**

**Date: May 2018**