



# CASTLEFIELD SCHOOL

## SEN POLICY

Signed (HT):

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Date agreed: Term 1 2024

Signed (Chair of GB):

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Review date: Term 1 2025

## **Introduction**

Castlefield School is a large, vibrant, primary school offering high quality educational experiences to children aged between 2 and 11 years old.

At Castlefield School we believe in achievement, ambition and progress for all children. We aim to meet the needs of individual children through highly effective teaching and learning. There is an emphasis on early identification of needs through supportive and preventative strategies which reduce barriers to learning. We work in a flexible way to develop effective partnerships with children and their parents/carers, teaching and support staff within school, the SENCOs (Mrs Hackett and Miss Avery) and external professionals such as speech and language therapists and occupational therapists to ensure that the school can meet a broad range of special educational needs. We undertake a rigorous system of monitoring children's progress, supporting academic achievement and personal achievement by removing barriers to learning and use a wide range of strategies to foster a culture of lifelong learning and independent living skills for all children.

Castlefield School has two named SENCOs (Mrs Hackett and Miss Avery) and a Governor responsible for SEN. They ensure that the Castlefield Special Educational Needs policy works within the guidelines and inclusion policies of the Code of Practice (2014), the Local Education Authority and other policies current within the school.

Mrs Hackett, Miss Avery and the SEN Governor can be contacted via the school office:

01494 436018

office@castlefield.bucks.sch.uk

This policy complies with the statutory requirement laid out in the SEN code of practice 0-25, January 2015.

## **Aim:**

To create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEN

## **Objectives:**

- To identify and provide for pupils who have special educational needs and additional needs.
- To work within the guidance provided in the SEN code of Practice, 2015, which includes requesting, monitoring and responding to parents/carers and pupils' views in order to evidence high levels of confidence and partnership with clear the expectations of all partners in the process.
- To operate a whole pupil, whole school approach to the management and provision of support for special educational needs.
- To provide a SENCO who will work with the SEN Inclusion Policy.
- To identify the roles and responsibilities and provide support and advice for all staff working with special educational needs pupils ensuring a high level of staff expertise to meet pupil need, through well targeted continuing professional development
- To ensure all children, including those with medical conditions, have full access to all elements of the school curriculum. Through reasonable adjustments, consultation with outside agencies, including health and social care professionals, cooperative and productive partnerships with the Local Education Authority and other outside agencies, ensuring there is a multi-professional approach to meeting the needs of all vulnerable learners.

### **What are special educational needs?**

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 or a disability which prevents him or her from making use of educational facilities of a kind generally provided for others of the same age in the school. A child under compulsory school age has SEN if he or she is likely to fall within this definition when they reach compulsory school age or would do so if special educational provision was not made for them. 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.

We use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the new Code of Practice (September 2014).

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory/physical

Behaviour is no longer considered a Special Educational Need and the reasons underlying behaviour must be identified.

### **Identifying Special Educational Needs.**

Regular half-termly assessments and data analysis, concerns raised by staff working with a pupil or the parents of a pupil are used to identify pupils who may have special educational needs.

The identification and assessment of the special educational needs of children whose first language is not English requires particular care at Castlefield School. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arise from special educational needs.

At Castlefield School we identify the needs of pupils by taking into consideration the needs of the whole child including areas which are NOT SEN but may impact on progress and attainment such as:

- Disability
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a Serviceman/ woman

The Safeguarding and Welfare Officer/DSL, Mrs James, is responsible for some of these needs and liaises with the SENCO. In addition, Mrs Westbury and Miss Mahmood are responsible for Health Care Plans and the school has designated members of staff who coordinate our approach for pupils in receipt of Pupil Premium funding and who are 'looked after'.

## **A Graduated Approach to SEN Support**

The 'Graduated Approach' in place for identifying and organising support for children with special educational needs is as follows:

- Teaching staff inform the SENCOs of initial concerns regarding a pupil who is not making adequate progress based on observations, concerns raised by parents or triggered by regular assessment data.
- The class teacher discusses the areas of the concern with parents.
- In order to make progress a child may only require differentiation or modification of learning objectives, teaching styles, access strategies or resources used in each lesson (Ordinarily Available Provision OAP).
- Quality First Teaching and differentiation to suit the individual pupil's needs are put in place or adjusted. The quality of teaching for all pupils is regularly monitored to maintain the high standard of teaching at Castlefield School.
- Progress and impact of provision is monitored carefully by the class teacher and SENCOs.
- The SENCOs examines the evidence, including work that has been done before, performs simple testing if appropriate, then a decision is made in consultation with the class teacher whether to maintain normal differentiated provision or to place the child on 'School Support' on the SEN register. This is discussed with parents.

Reasons for a child being added to the SEN register may include the fact that he/she:

- Makes little or no progress, even when teaching approaches are targeted particularly in a child's identified area of weakness.
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school. Underlying reasons for behaviours are investigated.
- Has sensory or physical problems, and continues to make little or no progress, despite the provision of specialist equipment.
- Has communication and / or interaction difficulties, and continues to make little or no progress.
- Some pupils may need additional support to make progress, to develop literacy or numeracy skills, for emotional, behavioural or social development, for sensory or physical impairments or for communication and interaction needs. This support may be given to a group of pupils with similar needs by an LSA under the guidance of the SENCOs and is additional to the whole class teaching.
- Progress and impact of provision is monitored carefully by the class teacher, year leader and SENCOs.
- A small number of pupils making very slow progress or working at levels substantially below that expected for pupils of the same age due to significant barriers to learning may receive more individual support from LSAs and the SENCOs with the involvement of specialist services such as speech therapists and occupational therapists.

Outside agencies may become involved if the child:

- Continues to make little or no progress in specific areas over a long period.
- Continues working at National Curriculum levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematical skills.

- Has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group.
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.
- Despite having received intervention, the child continues to fall behind the level of his peers.
- Short term targets will be set for the pupil by the class teacher and SENCOs with advice from outside agencies and professionals.
- Targets, strategies, resources and support are set out and monitored using the 'Assess, Plan, Do, Review' (APDR) format suggested by Buckinghamshire Council.
- APDR forms are reviewed at least termly by the class teacher/ SENCO/ outside agency and LSA delivering the support, but may not be updated. APDRs can be reviewed more frequently if targets are achieved.

Where appropriate, the APDR will be set with child and parent contributions.

- Pupils with 'higher level' SEN may also have an SEN Support Plan written, as recommended by Buckinghamshire Council i.e. Pupils who have outside agency involvement providing support and targets for 1 to 1 programs, and whose needs are likely to be on-going and may require greater levels of support than can be provided by the school delegated budget. The SEN Support Plan draws together information about the pupil from all involved, including the pupil's own views and family information. It provides a record over time of the progress towards targets and support given to the pupil.
- For a child who continues to struggle to make progress after a period of individual support by the school and specialist services, or whose needs require greater resources than normally available within the school, the SENCOs may request additional funding from the LA High Needs Block (HNBF). In collaboration with outside agencies, health and social care professionals, the SENCOs may also ask the Local Education Authority (LEA) to make a statutory assessment in order to determine whether it is necessary to make an Education Health Care Plan (EHCP). Pupil's and parents' views are collected as an important part of this request.
- A child with HNBF or an EHCP will receive a greater amount of individual support from the school and from the additional resources provided by the LA funding.
- An Annual Review, following the guidelines and legal parameters, will be held for pupils with an EHCP to look at progress towards targets and discuss the appropriateness of the EHCP. Parents and professionals supporting the pupil attend this meeting and/ or provide reports.

The effectiveness of interventions and provisions is monitored by the SENCOs using information collected by the class teacher and LSAs and from assessment data. The SEN Governor makes regular visits to the school and meets with the SENCOs to discuss the pupils identified as having SEN. They present a report to the Governing Body of the school.

### **Managing Pupil Needs on the SEN Register**

Pupils receiving support and interventions that are additional to or different from Quality First Teaching, OAP, and differentiation are placed on the school SEN Register. There is a single category of support called SEN Support. However, at Castlefield School, this is broken down into 'School Action', for pupils receiving school-based provision and resources, and 'School Action Plus' for pupils who also receive support from outside agencies and/or health and social care professionals. Targets and recommendations from these agencies and professionals are included on the pupils' APDR forms.

Up-dating the SEN Register, over-seeing the provision outlined on APDR forms and requesting HNBF or an EHCP are the responsibilities of the SENCOs. The SEN Register is up-dated at least termly and information shared with class teachers for Target Setting Meetings with parents. Requests to the LA for HNBF or an EHCP are made by the SENCOs as necessary.

### **Criteria for Exiting the SEN Register**

Pupils names are removed from the SEN Register when analysis of assessment data and reviewed APDR targets show that they have made sufficient progress to catch up with peers and staff/professionals are confident that removal of the support and provision will not have a negative effect on future progress.

### **Supporting Pupils and Families**

Partnership plays a key role in enabling children and young people with SEN to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs will be treated as partners and given support to play an active and valued role in their child's education.

Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, the review and transition process where appropriate. At all stages of the special needs process, the school keeps parents fully informed and involved. We will always listen to the wishes, feelings and knowledge of parents at all stages and will use professional judgements to incorporate them into a plan if appropriate.

We encourage and expect parents to make an active contribution to their child's education and have regular meetings to share the progress of all children with their parents. We inform the parents of any outside interventions, and share the process of decision-making by providing clear information relating to the education of their child.

Parents' first point of contact is the class teacher. Parents always have access to the SENCOs through the school office ([office@castlefield.bucks.sch.uk](mailto:office@castlefield.bucks.sch.uk) 01494 436018)

The Buckinghamshire Family Information Service website has a wealth of information and support for families of children with special educational needs.

<https://familyinfo.buckinghamshire.gov.uk/>

The SEN Team can be contacted on 01296 382269.

Admission arrangements to Castlefield School can be found on the school website.

<http://www.castlefieldschool.co.uk>

Pupils already supported by an EHCP need to discuss changing placement at an Annual Review at

their current school so that the LA can make an application to Castlefield School.

### **How will the school support pupils in moving on to secondary school, the next key stage within the school or changing to a setting more able to meet their needs?**

At Castlefield School we recognise that transition to another class, key stage or school can be both exciting and worrying for all pupils. We take steps to ensure that transition is as smooth as possible. For pupils with SEN, extra care is taken to address their concerns by liaising with key staff from the next location, organising extra visits, making transition booklets and making sure all relevant information is passed on before transition occurs to ensure consistency. For pupils in Year 6, the SEN team from the secondary school visit during the spring and summer terms to meet pupils with SEN and collect information from the class teachers and SENCOs. The SENCO from the secondary school is invited to the Annual review of any Year 6 pupil with an EHCP.

### **Supporting Pupils at School with Medical Conditions.**

Pupils with medical conditions may also have SEN. Castlefield School has a separate policy for managing medical conditions which is available on the school's website. [www.castlefieldschool.co.uk](http://www.castlefieldschool.co.uk) Individual Care Plans are written and monitored by Mrs Westbury and Miss Mahmood.

### **What should a parent/ carer do if they think their child may have special educational needs or disabilities (SEN)?**

Parents/carers are welcome to book an appointment with the class teacher throughout the school year to discuss concerns they may have regarding special educational needs or disabilities. Parents/carers are also able to book an appointment with the SENCO via the school office [office@castlefield.bucks.sch.uk](mailto:office@castlefield.bucks.sch.uk) 01494 436018.

Parents/carers are given the opportunity to discuss their concerns with the class teacher at the 'Target Setting Meetings' in the Autumn and Spring terms when progress made by individual children is explained through face-to-face consultations and written reports.

### **How will the school and parents/carers know how the child is progressing?**

Monitoring of progress is carried out by the class teacher and SENCOs. The pupil's progress will be reviewed at the same intervals as for the rest of the class following the school's monitoring and assessment cycle, and a decision made about whether they are making satisfactory progress at this level of intervention.

Satisfactory progress is defined in the SEN Code of Practice as:

- Closing the attainment gap between the child and their peers.
- Preventing the attainment gap from growing wider.
- Progress similar to that of peers starting from the same attainment baseline, but less than the majority of peers.
- Matches or betters the child's previous rate of progress.
- Ensures full access to the curriculum.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates an improvement in behaviour.

In addition to the normal progress meetings in the autumn and spring terms with the class teacher (target setting), parents/carers can discuss progress towards APDR targets with the SENCO by making an appointment via the school office. The success criteria for each target show the progress the pupil is expected to make during that review period. Pupils with an EHCP will also be invited to an Annual Review meeting. All pupils have a school homework diary and short messages or regular contact can be made using the comments section for each day.

### **How does the school involve children in decisions that affect them?**

Where appropriate, pupils are involved in their learning and progress in a variety of ways:

- Targets set by the subject teacher referred to as part of normal class room practice.
- APDR targets shared by LSA delivering the intervention and shared with the year group teachers to refer to during normal class teaching.
- Sharing progress targets as part of the target setting meeting.
- Joint planning of targets.
- Contributing to Annual Review of an EHCP.
- Using areas of interest as a focus for learning activities.
- Support in accessing extra-curricular activities.
- Empowering the child to ask for help as needed and develop independence skills to do things for themselves.

### **Monitoring and Evaluation of SEN**

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. The key test of the need for action is that current rates of progress are inadequate.

Adequate progress can be identified as that which:

- Prevents the attainment gap between the child and his peers from widening.
- Closes the attainment gap between the child and his peers.
- Better the child's previous rate of progress.
- Ensures access to the full curriculum.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates improvements in the child's behaviour.

The Graduated Response describes the cycle of '**Assess → Plan → Do → Review**' in place for pupils with SEN. Regular assessment information is used to plan support and provision for SEN pupils. The provision is reviewed at the end of the assessment period and the cycle begins again.

The SENCOs carry out data analysis and reviews intervention records to evaluate the impact of provisions for pupils with SEN and make any necessary changes or improvements.

### **Training and Resources**

SEN funding is allocated to the school by the Local Authority via the formal budget. The Head teacher allocates the budget for SEN in consultation with the school governors, on the basis of the children currently in the school. Factors such as the number of pupils already receiving extra support, pupils with additional support provided via an EHCP and staff training needs are considered. All SEN funding is used to provide pupils with SEN with the extra support and resources required to meet their learning needs. This is achieved through the employment of skilled LSAs, who

deliver high quality in class support and specific intervention programmes as well as the purchasing of specialist teaching materials and resources.

Training needs of staff are identified through the school's self-evaluation process. All staff are encouraged to undertake training and development. Specific training for staff delivering intervention programs is provided by the SENCOs or outside agency/ health and social care professionals. The SENCOs receives regular newsletters written by the Specialist Teaching Service, Educational Psychology Service and Children & Young Peoples Therapies Service together to keep up to date with local and national updates in SEN.

### **Allocation of resources**

The SENCOs are responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with Education Health and Care plans.

The Head Teacher informs the Governing Body of how the funding allocated to support special educational needs has been employed.

### **Roles and Responsibilities**

Provision for children with special educational needs is a matter for the whole school. The governing body, the Headteacher, the SENCO and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities. All teachers are teachers of children with special educational needs.

The school's Safeguarding and Welfare Officer/DSL, Mrs James, is responsible for monitoring behaviour, pupil welfare etc. Mrs Ahmad and Mrs James monitor attendance. They can be contacted via the school office ([office@castlefield.bucks.sch.uk](mailto:office@castlefield.bucks.sch.uk) 01494 436018).

Mrs Westbury and Miss Mahmood are responsible for Individual Care Plans for pupils with medical needs, including making sure all staff are aware of the pupil's needs. She can be contacted via the school office ([office@castlefield.bucks.sch.uk](mailto:office@castlefield.bucks.sch.uk) 01494 436018)

### **The role of the Governing Body**

The Governing Body, in co-operation with the Headteacher, have a legal responsibility for determining the policy and provision for pupils with special educational needs - it maintains a general overview and has appointed a representative who takes particular interest in this aspect of the School (the SEN Governor).

The Governing Body must ensure that:

- The necessary provision is made for any pupil with SEN
- All staff are aware of the need to identify and provide for pupils with SEN
- Pupils with SEN join in with school activities alongside other pupils, so far as is reasonably practical and compatible with their needs and the efficient education of other pupils
- They have regard to the requirements of the Code of Practice for Special Educational Needs (2014)
- Parents are notified if the school decides to make SEND provision for their pupil
- They set up appropriate staffing and funding arrangements, and oversee the school's work for pupils with SEN

- Working with the Headteacher and SENDCo to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Report on a termly basis to the full governing body on the implementation of the school's SEN policy

### **The role of the Headteacher**

- To manage all aspects of the school's work, including provision for pupils with special educational needs
- Keep the Governing Body informed about SEN issues
- Work closely with the SENCOs
- Deployment of all special educational needs personnel within the school
- They also have overall responsibility for monitoring and reporting to the Governing Body about the implementation of the SEN policy.

### **The role of the SENCOs**

The Special Educational Needs Co-ordinator's [SENCO] responsibilities include:

- Overseeing the day-to-day operation of the school's SEN policy.
- Co-ordinating provision for children with SEN.
- Liaising with and advising fellow teachers.
- Overseeing the records of all children with SEN.
- Liaising with parents of children with SEN.
- Contributing to the in-service training of staff.
- Liaising with local -secondary schools so that support is provided for Y6 pupils as they prepare to transfer.
- Liaising with external agencies including the LEA's support and educational psychology services, health and social services and voluntary bodies.
- Co-ordinating and developing school-based strategies for the identification and review of children with SEN.
- Making regular visits to classrooms to monitor the progress of children with SEN.

### **Storing and Managing Information**

The storage and management of information is done in a way which is commensurate to the sensitivity of the data. All personal information is only held on secure 'school systems' and is passed on appropriately via secure/encrypted methods.

All data management and processing is compliant with GDPR requirements

### **Reviewing the SEN Policy**

The SEN Policy is reviewed as part of the school statutory requirements.

The Governing Body reviews this policy annually and considers any amendments in light of the annual review findings. The Head Teacher and SEN Governor report the outcome of the review to the full governing body.

### **Accessibility**

#### **Access to the Curriculum**

All children have an entitlement to a broad and balanced curriculum, which is differentiated to

enable children to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement. Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives, staff differentiate work appropriately and use assessment to inform the next stage of learning. The quality of teaching and children's progress are monitored regularly. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success.

Pupils are provided with physical aids to support their access to education as recommended by outside agencies, health and social care professionals and the SENCO. These might include pencil grips, writing slopes, specially adjusted chairs.

Some pupils will need special exam access arrangements. The decision about the appropriateness of access arrangements for examinations will be taken, and applied for, as appropriate by the school. We will act in what is in the child's best interests and follow all relevant guidance from the examination authorities.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times though when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

### **The School Site**

Castlefield School has an accessibility policy which can be requested via the school office. ([office@castlefield.bucks.sch.uk](mailto:office@castlefield.bucks.sch.uk) 01494 436018).

The school is built on a sloping sight and has a small number of class rooms upstairs; it has two disabled toilets, slopes, hand rails and wide doors. With the exception of the upstairs class rooms and the MUGA, the school is accessible to wheel chair users. The allocation of class rooms and the timetable are adapted to allow wheel chair users to access the curriculum with the rest of their class. Most class rooms are carpeted to provide good acoustic conditions and staff are aware of 'deaf friendly' teaching strategies. The Occupational Therapy Service can visit to assess equipment needs of particular pupils. Language and communication are supported in all class rooms and lessons with visual clues such as timetables and picture cards. All class rooms have an Interactive White Board or equivalent.

### **Dealing with Concerns**

The school has a separate Complaints and Resolutions Policy: the link to policies can be found on the 'About Us' page on the school website.

<http://www.castlefieldschool.co.uk/web/policies/197657>

### **This policy should be read in conjunction with the following policies:**

- Behaviour Policy
- Curriculum Policy
- Child Protection Policy
- Equalities Policy
- Accessibility plan