Pendle
Education Trust

Casterton Primary Academy

Special Educational Needs and Disability Policy

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Introduction

In our academy we aim to:

- Have a whole school approach towards meeting the needs of all pupils, regardless of ability, culture or background
- Support and make provision for pupils with special educational needs and disabilities.
- Provide a broad and balanced education for all pupils that is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.
- Enable pupils to develop knowledge, understand concepts and acquire creative and critical thinking skills, and be able to choose and apply these in relevant situations.
- Support pupils' spiritual, moral, social and cultural development
- Support pupils' physical development and responsibility for their own health, and enable them to be active.
- Promote a positive attitude towards learning and develop pupil's self -esteem.
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support.
- Remove barriers to allow all pupils to achieve those expectations (e.g. through accessible resources, differentiation and reasonable adjustments).
- Have a high academic/vocational/technical ambition for all pupils.
- Equip pupils with the knowledge, communication skills and cultural capital they need to succeed in life.
- Use regular encouragement and praise to become confident, motivated and independent learners
- Encourage pupils to appreciate their own uniqueness and the uniqueness of their peers
- Promote the use of oracy skills to explore and explain ideas and opinions.
- Have a partnership with parents in addressing the education of all pupils.

At Casterton Primary Academy, our SEND policy reflects our commitment to ensure that every child is entitled to a curriculum that enables them to achieve the highest possible standards, develop the whole child by catering for their social, emotional, physical, intellectual, and moral development and encourage purpose, self-discipline,

independence and community responsibility in a caring, supportive, positive and secure learning environment.

Article 23 of the UNCRC: A child with a disability has the right to live a full and decent life in conditions that promote dignity, independence, and an active role in the community

We believe that the curriculum is the key to promoting our aims for **all** pupils.

We believe the education of our pupils is a partnership between the school, the child and the home.

Legislation and Guidance

This policy is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014 which sets out schools' responsibilities for pupils with SEND
- The Special Educational Needs and Disability Regulations 2014 which sets out LA and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENDCOs) and the SEN information report
- The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The Public Sector Equality Duty (section 149 of the Equality Act 2010) which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The Governance Handbook which sets out governors' responsibilities for pupils with SEND
- The School Admissions Code, which sets out the school's obligation to admit all pupils whose education, health and care plan (EHCP) names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs
- This policy also complies with our funding agreement and articles of association

Aims

Article 29 of the UNCRC: Education must develop every child's personality, talents, and abilities to the full.

We strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations. We achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that all pupils with SEND are included in all aspects of school life.

The aims of the policy are:

- To identify pupils with SEND as early as possible and to make appropriate intervention through using appropriate teaching methods
- To support a whole school policy for supporting pupils to make maximum progress and improve attainment, in line with national averages and expectations
- To support appropriate assessment of pupils to maximise their opportunities for progress
- To ensure that learning materials, teaching methods, or learning experiences are differentiated according to need, and that activities should stimulate and challenge pupils, whilst being within the compass of their attainment
- To identify pupils of all ability who are underachieving and to act upon this
- To support children to make the best progress of which they are capable
- To ensure that pupils on the Special Needs Register at SEN support have individual/group targets and those who have an Educational Health Care Plan have individual education plans/individual learning plans, which are reviewed and updated.
- To provide full access to the Curriculum, by providing full participation for pupils with SEN, the promotion of good practice for all pupils will be encouraged
- To develop partnership with parents in the education of their child
- To encourage success and participation for all pupils, whatever their level of ability
- To continue to develop a whole school approach to meeting the needs of pupils.

We recognise that good practice for children with SEND is likely to be good practice for all students.

Definitions

"Pupils have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them" *(1996 Education Act)*

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Disability

Pupils considered to have a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.
Cognition and learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.
Sensory and/or physical	Pupils with these needs have a sensory processing disorder or a disability that hinders them from accessing the educational facilities generally provided. Pupils may have: • Difficulty processing using their sensory organs, leading to dysregulation. • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment

AREA OF NEED	
	These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

We aim to cater for the individual learning needs of every pupil whilst also recognising the need for specialised provision to ensure access to all aspects of the curriculum for all children.

We also recognise that pupils of any ability can underachieve at times. Through matching work to the needs of the pupils, staff at Casterton Primary Academy, give pupils every opportunity to overcome their difficulties.

Identification and Assessment

Identification of pupils can have taken place prior to them starting school, at another provision. Nursery and home visits are carried out followed up with visits to school.

If a pupil is coming to us from another school, the school's SENDCos, will meet/make contact so that as much information about the pupil's needs is known so that the correct provision can be put into place.

We assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate.

Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the pupil's previous rate of progress
- Fails to close the attainment gap between the pupil and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENDCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We, take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the pupil
- Everyone is clear on what the next steps are

We will formally notify parents when it is decided that a pupil will receive SEN support and all IEPs/learning plans are discussed and shared.

Levels of support

School-based SEN provision

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget.

On the census these pupils will be marked with the code K.

Education, health and care (EHC) plan

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these pupils will be marked with the code E.

Assessing and reviewing pupil progress towards outcomes

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

We follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

1. **Assess**

The pupil's class teacher and the SENDCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. **Plan**

In consultation with the parents and the pupil, the teacher and the SENDCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on Provision Map and will be made accessible to staff in a pupil passport / individual education plan / school-based support plan.

Parents will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

3. **Do**

The pupil's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENDCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. **Review**

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENDCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents.

Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- A termly monitoring plan is in place and groups of pupils are monitored within this context. This includes those pupils with special and additional educational needs. Examples of such activities include work scrutiny and pupil discussion.
- Termly progress reviews are held with all class teachers, the Principal, Assessment Manager and SENDCo. These provide the initial forum for monitoring and evaluation of pupil's attainment and progress. Further actions in relation to assessment and monitoring may result from these reviews.
- Tracking pupil's progress using sonar
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Using pupil voice
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents

Roles and Responsibilities

The Academy Trust

The academy trust is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENDCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND

The SENDCo

The named person with the role of SENDCo is Ruth Hall.

The SENDCo will:

- Work with the Principal and SEND link governor to determine the strategic development of the SEND policy and provision in the school
- Have responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support and differentiated teaching methods appropriate for individual pupils

- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to ensure that the pupil and their parents are informed about options and that a smooth transition is planned
- When a pupil moves to a different school, make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the Principal and governors to make the school meet its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date
- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- With the Principal, monitor to identify any staff who have specific training needs regarding SEND and incorporate this into the school's plan for continuous development
- With the Principal, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the Principal and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

The academy has appointed a Director of Inclusion who works across the three Primary Schools in the Trust, in order to, monitor and support SEND provision and ensure the needs of the pupils are being met. This person is Clare Smalley.

The Principal

The Principal will:

- Work with the SENDCo and SEND governor to determine the strategic development of the SEND policy and provision within the school

- Work with the SENDCo and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for the provision and progress of learners with SEND
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENDCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENDCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENDCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENDCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

The SEND link governor

The SEND link governor is Ambreen Bhatti and will:

- Help to raise awareness of SEND issues at Local Governing Committee meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the Local Governing Committee on this
- Work with the Principal and SENDCo to determine the strategic development of the SEND policy and provision in the school

Class Teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class

- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents regularly to:

- Set clear outcomes and review progress towards them
- Discuss the activities and support that will help achieve the set outcomes
- Identify the responsibilities of the parent, the pupil and the school
- Listen to the parents' concerns and agree their aspirations for the pupil

Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress

The school will take into account the views of the parent or carer in any decisions made about the pupil.

The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings when appropriate
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

Links with external professional agencies

The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary the school will work with external support services such as:

- Speech and language therapists
- Specialist teachers or support services
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Social services
- Inclusion and Disability Support Service
- Children's Centres
- Specific health professionals working with our pupils

We pride ourselves on the wider links we have with other services within our community. We recognise that these are established and maintained through effective, trusting and open relationships that are bound by confidentiality.

Resources

The Principal and SENDCo meet annually to discuss the Special Educational Need funds stated on the school's budget allocation. The needs of the pupils requiring Special Educational Need provision are discussed and appropriate measures taken to ensure these needs are met. CPD plans are made and costed for all staff, including non-teaching staff to increase their knowledge, skills and expertise in SEND issues. Key resources, including ICT software to support SEND, are identified and ordered as necessary. Support staff are deployed effectively and flexibly to best meet the needs of all pupils with SEND. The provision for all EHCP pupils is established and shared with their parents. We work closely with specialists in and out of school so that any specific resources and equipment is applied for when appropriate.

SEN information report

The school publishes a SEND information report on its website, which sets out the impact of this policy.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

Admission

We welcome pupils irrespective of their ability and anticipate that the needs of most pupils will be met within existing school provision. Pupils with an Educational Health Care Plan will not be discriminated against in line with legislation outlined in the SEN and Disability Act 2001.

Pupils with Medical Needs

Pupils who have medical needs may require intervention and support from staff in school and will have a Care Plan written for them in liaison with the Health Service and the parents. This ensures a safe, agreed set of principles and procedures to ensure the pupil's needs are fully met and all health and safety arrangements have been addressed.

Safeguarding

All adults who work with pupils, have a duty of care to safeguard and promote their welfare. All staff attend annual safeguarding training. For full details, please see the Safeguarding Policy which can be found on the school website, www.castertonprimaryacademy.co.uk

Links with other schools

When transferring to another school or to a high school, relevant information is passed on and the new SENDCos are invited to reviews. Transfer reviews in Year 5 are held to establish the parents' choice of High School, in order to assess the arrangements prior to the transfer. The SENDCo works closely with the new schools so that they can support the transition and ensure that the needs of the pupil are known, strategies are shared and that the pupil is supported to succeed.

The SENDCo attends the Local Authority EP and SEND cluster meetings (LA and Trust led) to ensure she is up to date with new initiatives, CPD opportunities and expertise can be shared across the local schools.

Equal Opportunities

All policies at Casterton Primary Academy aim to have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

Parental Involvement

Parents and carers are key stakeholders in the education of pupils and have a critical role to play in helping their child to reach their potential. We can support parents and carers in many ways to get involved in their child's education.

Parents and carers are encouraged to attend all meetings and parent evenings. They are actively encouraged to discuss the needs of their child with the class teacher, who is available for meetings / informal discussion and who will involve the subject team leader at the next stage if, and when appropriate.

Pupil Participation

Pupils will be encouraged to participate in the decision- making processes including

- setting learning targets and contributing to IEPs
- discussion regarding secondary transition
- contributing to the assessment of their needs

All pupils need to be part of these processes, to know they are listened to and that their views are valued.

Expertise and Training of Staff

Our SENDCO is experienced in this role and is supported by the Director of Inclusion for the Primary schools in the Trust. She is allocated 5 mornings a week to manage SEN provision at Casterton Primary Academy.

We have a team of teaching assistants who deliver SEN provision for pupils with an EHC plan.

CPD is provided through specialists in the Trust or externally. The Trust employs a speech therapist and a specialist teacher, who work across the three primary schools in the Trust.

Enabling pupils with SEND to engage in activities across school

All of our extra-curricular activities and school visits are available to all our pupils, including our after-school clubs.

All pupils are encouraged to go on our residential trip to Waddow Hall in year 6.

All pupils are encouraged to take part in sports day/school plays/special workshops.

No pupil is ever excluded from taking part in these activities because of their SEND. Reasonable adjustments are made, a risk assessment is undertaken and discussions with parents are held. If the child has an EHCP and an allocated teaching assistant, they would be supported by them.

The Disability and Accessibility Plan, which can be accessed on the school website, highlights the modifications made to enable pupils with a disability to access the school.

Support for Improving Social and Emotional Development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school ambassadors
- Pupils are supported by the school's Child and Family Wellbeing Leader

We have a zero tolerance approach to bullying.

Admission and accessibility arrangements

Complaints about SEND provision

If any parent has any concerns regarding the education of their child with SEND, they should contact the school immediately and make an appointment to see either the SENDCo or class teacher. If a parent continues to have concerns, they should follow the school's Complaints procedures which can be found on the school website. All concerns will be dealt with sensitively and with the child's needs and care at the heart of our work.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

The Local Offer

The Local and school offer can be found on the school's website
www.castertonprimaryacademy.co.uk

Links with other policies and documents

This policy links to the following documents

- SEN information report
- The local offer
- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy
- Attendance policy
- Safeguarding / child protection policy
- Complaints policy