



# Castle Hill Primary School SEND & Inclusion Policy



Reviewed on: April 2024

Next Review date: April 2025

Reviewed by: INCo and Inclusion Governor

Approved by: Full Governing Body

Review frequency: Annually



# SEND and Inclusion Policy

## Section 1

As a committed member of UNICEF and a follower of the conventions in everything we do, we are a right respecting school. In writing this policy we relate to articles 1, 2, 3, 4, 5, 26, 28 and 29.

This SEN Policy should be read in conjunction with other school policies including

1. SEND Information Report
2. Accessibility Policy
3. Admissions policy
4. Anti-Bullying Policy
5. Safeguarding and Child protection Policy
6. Equal Opportunities Policy
7. Looked after Children Policy
8. Supporting Pupils with Medical Conditions Policy

The Safeguarding Policy, The Attendance Policy, The Pupil Premium Policy, and The Behaviour Policy and is embedded in the Teaching and Learning Framework of the school.

## **Rationale**

Castle Hill Primary School is committed to providing an appropriate and high quality education to all the children living in our local area. We believe that all children, including those identified as having special educational needs, have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life. We believe that all children should be equally valued in school. We strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

Castle Hill School is committed to inclusion. Part of the schools strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties. This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways, which take account of their varied life experiences and needs.



We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners:

- girls and boys
- minority ethnic and faith groups, travellers, asylum seekers and refugees
- learners who need support to learn English as an additional language (EAL)
- learners with special educational needs
- learners who have a disability
- those who are gifted and talented
- those who are looked after by the local authority
- others such as those who have medical needs; those who are young carers; those who are in families under stress; any learners who are at risk of disaffection and exclusion.

This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are particularly aware of the needs of our Key Stage 1 pupils, for whom maturity is a crucial factor in terms of readiness to learn. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term. We aim to identify these needs as they arise and provide teaching and learning contexts, which enable every child to achieve to his or her full potential. We see the inclusion of children identified as having special educational needs as an equal opportunities issue and aim to model inclusion in our staffing policies, relationships with parents/carers and the community.

- **The Inclusion Coordinator (INCo) is Mrs Sarah Bradford. She holds the National Award for Special Education Needs (NASENCo post graduate award).**
- **The SEN Governor is Mrs Shirley Allen.**
- **Contact the school on Tel: 01452 863380**



## Section 2: Aim and objectives

### **Aim**

At Castle Hill we aim to raise the aspirations and expectations for all pupils including those with SEN. We provide a focus on outcomes for children and young people and not just hours of provision/support.

### **Objectives**

1. To ensure the SEN and Disability Act and 2015 Code of Practice and guidance are implemented effectively across the school.
2. To ensure equality of opportunity for all and to eliminate prejudice and discrimination against children with special educational needs.
3. To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
4. To provide full access to the curriculum through differentiated planning by class teachers, INCo, and support staff as appropriate.
5. To provide specific input, matched to individual needs, in addition to differentiated classroom provision, for those pupils recorded as being on the SEN Register.
6. To ensure that pupils with SEN are perceived positively by all members of the school community, and that SEN and inclusive provision is positively valued and accessed by staff and parents/carers.
7. To provide support and advice for all staff working with children with special educational needs.
8. To ensure that we are able to meet the needs of as wide a range as possible of children who live in our catchment area.
9. To enable children to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of secondary school life and learning.
10. To involve parents/carers at every stage in plans to meet their child's additional needs.
11. To involve the children themselves in planning and in any decision making that affects them.



### Section 3: Identifying Special Educational Needs

At Castle Hill we identify the needs of pupils by considering the whole child and not just their special educational needs. We aim to identify needs early and to make effective provision to improve the outcomes for all children and young people. The Code of Practice defines SEN as follows;

**A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.**

At Castle Hill class teachers, supported by the senior management team make regular and rigorous assessments of progress for all pupils. Pupils that are making less than expected progress are identified and high quality first teaching is targeted at their areas of difficulty. If progress continues to be less than expected, then the class teacher working with the INCo will assess whether the child has SEN. The views of the pupil and the parents are important as part of the assessment process. Once the pupil's needs have been fully identified, outcomes and appropriate actions will be agreed and regularly reviewed to ensure improved progress is taking place.

The Code of Practice identifies four broad categories of need that should be planned for. These are described as follows;

#### **Communication and interaction**

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty in saying what they want to do, understanding others or do not understand or use the social rules of communication. Children with SCLN may have difficulty with one, some or all of the different aspects of speech, language and communication and their needs may change over time. Children and young people with an Autistic Spectrum Condition (ASC) are likely to have difficulties with language, communication and imagination which can impact on how they relate to others.

#### **Cognition and learning**

Some children and young people learn at a slower pace than their peers, even when the work has been differentiated. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD) and severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum. There are also associated difficulties with mobility and communication through to profound and multiple learning difficulties (PMLD) where children are likely to have severe and complex learning difficulties as well as physical disability or sensory impairment. Specific learning difficulties (SpLD) include a range of conditions such as dyslexia, dyscalculia and dyspraxia.



### **Social, emotional and mental health difficulties**

Some children and young people may experience a wide range of social and emotional difficulties which may become apparent in a variety of ways. Some children may become withdrawn or isolated; others may display challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety, depression, self-harming, substance misuse, eating disorder or physical symptoms that are medically unexplained. Other children or young people may have disorders such as attention deficit disorder (ADD) or attention deficit hyperactive disorder (ADHD) or attachment disorder.

### **Sensory and/or physical needs**

Some children and young people may require special educational provision because they have a disability which hinders them from being able to access their learning. These difficulties may be age related and may change over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children with MSI have a combination of vision and hearing difficulties.

Some children and young people with a physical disability (PD) require additional support and equipment to access all the opportunities available to their peers.

### **Other factors**

Some children and young people may be experiencing other factors which may impact on their progress and attainment which include;

- Disability (the Code of Practice outlines the “reasonable adjustment” duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and punctuality
- Health and welfare
- EAL
- Being in receipt of the Pupil Premium Grant
- Being a Looked After Child
- Being a child of a Serviceman/woman
- A family member in prison

These factors alone do not constitute SEN. Where children and young people have medical conditions, individual healthcare plans will be put in place. These will specify the type and level of support required to meet the medical needs of pupils. Where children and young people also have SEN their provision will be planned and delivered in a coordinated way with the healthcare plan.



## Section 4: A Graduated Approach to SEN Support

### Stage 1: Monitoring Stage – Adaptation Action Plan

At Castle Hill School, we endeavour to set high expectations and provide high quality teaching for all children. Many children during their school life may experience a difficulty with their learning for a period of time. Staff will plan to support these children through high quality interventions and differentiated teaching activities to boost progress. The progress of all children is rigorously assessed and monitored to ensure that any difficulties are identified early on and appropriate actions taken. These adjustments will be made within class as part of high quality first teaching.

### Stage 2: SEN Support – My Plan

If despite high quality teaching and differentiation in the classroom a child continues to experience difficulties with their learning, a decision to place them on the school SEND register will be considered alongside appropriate intervention with personalised outcomes will be put in place.

#### School response

- Gathering together data including class records, National Curriculum attainment and progress measures, examples of the child's unaided writing and mathematics
- Observations by the INCo
- Further assessment by the INCo
- Gathering information already available from health services, previous schools, social services etc.
- Reference to Gloucestershire's Guidance Booklet

#### A meeting with parents to discuss

- Child's health and development
- Perceptions of the child's performance
- Factors contributing to any difficulty
- Actions that the school may take

#### From the child using the My Profile sheet

- Personal perception of their strengths and any difficulties
- What helps them in school
- What else might make a difference

**Monitoring Stage**—Adaptation Action Plan. Adjustments made within class to access learning.



**My Plan**—Targeted support in lessons and appropriate intervention, with personalised outcomes.



**My Plan+** - When a My Plan needs more consideration and outside agencies are requested for ongoing involvement.



**Education Health Care Plan**—for children with significant SEND, who require specialist support and funding to ensure that they access the schools offer of education. This requests are made through Gloucestershire Local Authority and are assessed by a specialist SEND Panel.



Areas of need will be identified and outcomes and actions agreed which will be recorded on a **My Plan**. This will be delivered on a daily basis by the class teacher, and regularly reviewed by the class teacher, parent, child and INCo to see if the plan needs to continue, change or cease.

### **Stage 3: SEN Support – My Plan + - Guidance from Outside Agencies**

Some children with higher levels of need will be assessed through the **My Plan +** process. With the consent of parents, a **My Assessment** will be completed to help gain a holistic picture of the strengths and areas of need for the child. This will draw on more specialist assessments and advice from external agencies and professionals such as the Educational Psychologist (EP), Community Paediatrician and Advisory Teachers. At all stages views of the parents/ carers and the children and young people will be actively sought. Outcomes will be identified for the child and actions agreed to help the child meet these outcomes. These will be recorded on a **My Plan +**. The plan will be reviewed at least three times each year to assess if the outcomes have been achieved and whether the support needs to continue, change or cease.

### **Stage 4: Education Health and Care Plan – Specialist support**

If a child or young person has complex levels of need that are impacting significantly on their ability to make progress over a period of time despite input through **My Plan +**, it may be agreed that formal assessment procedures for an Education, Health and Care plan (EHCP) will be started. Parents have the right to ask a local authority to conduct an education, health and care needs assessment for their child. Following a request for an EHC needs assessment, the local authority must communicate their decision to parents within 6 weeks of receiving the request.

### **Annual reviews**

The EHC plan should be reviewed at least every year. This is an opportunity for the parents, the pupil and all key professionals involved to discuss the plan and amend it in the light of any changes and progress being made.



## Section 5: Provision – Intervention and Support

### UNIVERSAL SUPPORT – MONITORING STAGE – Quality First Teaching

Communication and Interaction <i>Including ASD &amp; SCLN</i>	Cognition and Learning <i>Including Dyslexia, Dyscalculia (SpLD); MLD, SLD, PLMD)</i>	Sensory and/or Physical <i>Visual Impairment; Hearing Impairment; Multi-Sensory Impairment; Physical Disability,</i>	Social, Mental and Emotional Health <i>Including ADHD</i>
<p><b>Universal Provision</b> <i>provision for all which could include:</i></p> <ul style="list-style-type: none"> <li>○ Flexible teaching arrangements</li> <li>○ Structured school and classroom routines</li> <li>○ Warning of change</li> <li>○ Differentiated curriculum delivery e.g. simplified language</li> <li>○ Increased visual aids/modelling etc.</li> <li>○ Visual timetables</li> <li>○ ICT programmes to support language</li> <li>○ Small world play and Role Play</li> <li>○ Repetition/clarification of instructions</li> <li>○ Opportunities to work with younger/older pupils</li> <li>○ Role play situations/Drama</li> <li>○ 'Show and tell' / speaking opportunities</li> <li>○ Children to listen – programme</li> <li>○ Widgets used for all</li> </ul>	<p><b>Universal Provision</b> <i>provision for all, which could include:</i></p> <ul style="list-style-type: none"> <li>○ Differentiated tasks</li> <li>○ Differentiated delivery e.g. simplified language, slower lesson pace, supportive sheet for recording</li> <li>○ Repetition/clarification of instructions</li> <li>○ Differentiated output or outcome e.g. use of ICT, fewer sentences</li> <li>○ Increased visual aids/modelling etc.</li> <li>○ Visual timetables</li> <li>○ Alphabet, word and number charts, mats, banks etc.</li> <li>○ Use of puzzles and games</li> <li>○ Illustrated dictionaries</li> <li>○ Use of writing frames</li> <li>○ Ensuring appropriate reading material available</li> <li>○ Weekly spelling lists (phonics led)</li> <li>○ Structured Synthetic phonics approach eg. Letters and sounds</li> <li>○ Multi-sensory phonics approach.</li> <li>○ Individual white board</li> <li>○ Word Aware programme</li> </ul>	<p><b>Universal Provision</b> <i>provision for all, which could include</i></p> <ul style="list-style-type: none"> <li>○ Flexible seating arrangements</li> <li>○ Handwriting/fine motor skill programme – pre-cursive</li> <li>○ Specialist resources – pencil grips, triangular pencils, variety of types of scissors</li> <li>○ Multi-sensory equipment</li> <li>○ Construction</li> <li>○ Tools and Materials e.g. brushes/pencils, collage</li> <li>○ Range of equipment &amp; opportunities for balancing, exploring etc.</li> <li>○ Brain gym exercises</li> <li>○ Sand and water play</li> <li>○ Provision of left handed equipment</li> <li>○ Written signs for class labels in classes</li> <li>○ Seating arrangements (r-handed, l-handed etc)</li> </ul>	<p><b>Universal Provision</b> <i>provision for all, which could include</i></p> <ul style="list-style-type: none"> <li>○ Whole school behaviour policy</li> <li>○ Rivers - STARS</li> <li>○ Positive behaviour strategies</li> <li>○ Structured school and classroom routines</li> <li>○ Positive reward systems</li> <li>○ Consistent and progressive sanction system for when rules broken</li> <li>○ Teaching listening through games</li> <li>○ Use of puzzles and games</li> <li>○ Involvement in after school clubs</li> <li>○ Individual job and responsibility</li> <li>○ Support of lunchtime supervisors at lunchtime</li> <li>○ Weekly focus on social, emotional aspects of learning</li> <li>○ Mental Well Being PHSE curriculum</li> <li>○ Playground friends and buddies available</li> <li>○ Visual timetables</li> </ul>



<b>Communication and Interaction</b> <i>Including ASD &amp; SCLN</i>	<b>Cognition and Learning</b> <i>Including Dyslexia, Dyscalculia (SpLD); MLD, SLD, PLMD)</i>	<b>Sensory and/or Physical</b> <i>Visual Impairment; Hearing Impairment;, Multi-Sensory Impairment; Physical Disability</i>	<b>Social, Mental and Emotional Health</b> <i>Including ADHD</i>
<p><b>Targeted Provision</b>  <i>Provision for needs that are additional and different, as appropriate</i></p> <ul style="list-style-type: none"> <li>○ Speech and Language support groups</li> <li>○ Individual Provision Maps</li> <li>○ Modelling of good language throughout the school.</li> <li>○ 1:1 Speech and Language sessions</li> <li>○</li> </ul>	<p><b>Targeted Provision</b>  <i>Provision for needs that are additional and different, as appropriate</i></p> <ul style="list-style-type: none"> <li>○ Individual Provision Map</li> <li>○ In-class TA support for literacy</li> <li>○ In-class TA support for Numeracy</li> <li>○ Differentiated resources</li> <li>○ Multi-sensory letter work &amp; spelling programmes</li> <li>○ Task Boards</li> <li>○ Group use of ICT programmes</li> <li>○ Small group of support for literacy outside class e.g.</li> <li>○ Small group of support for maths outside class</li> <li>○ Support for reading comprehension, e.g. cloze procedure, comprehension exercises, word mats</li> <li>○ Phonological Awareness activities</li> <li>○ Precision Teaching</li> <li>○ Aurally Coded Dictionaries</li> <li>○ Pastel colours on whiteboard</li> </ul>	<p><b>Targeted Provision</b>  <i>Provision for needs that are additional and different, as appropriate</i></p> <ul style="list-style-type: none"> <li>○ Individual Provision Map</li> <li>○ Fine Motor skills programme</li> <li>○ Gross Motor skills programme</li> <li>○ Differentiated PE resources – spider balls, balloon balls etc.</li> <li>○ Sports events – additional preparation</li> <li>○ Handwriting scheme</li> <li>○ ICT resources available</li> </ul>	<p><b>Targeted Provision</b>  <i>Provision for needs that are additional and different, as appropriate</i></p> <ul style="list-style-type: none"> <li>○ Individual Provision Map</li> <li>○ Alternative lunch-time provision</li> <li>○ Socially Speaking</li> <li>○ Use of buddy system</li> <li>○ Motional training</li> </ul>



<b>Communication and Interaction</b> <i>Including ASD &amp; SCLN</i>	<b>Cognition and Learning</b> <i>Including Dyslexia, Dyscalculia (SpLD); MLD, SLD, PLMD)</i>	<b>Sensory and/or Physical</b> <i>Visual Impairment; Hearing Impairment; Multi-Sensory Impairment; Physical Disability</i>	<b>Social, Mental and Emotional Health</b> <i>Including ADHD</i>
<p><b>Specialist Provision</b>  <i>Provision for specialist needs on request by outside agencies</i></p> <ul style="list-style-type: none"> <li>○ Individual Provision Map or EHCP</li> <li>○ Personalised timetable</li> <li>○ Individual Speech therapy Care Plans.</li> <li>○ Intervention delivered by Speech therapist</li> <li>○ Individual visual timetables / schedule</li> <li>○ Visual Supports eg Now/Next boards; Choice Boards;</li> <li>○ Individual ICT programmes</li> <li>○ Work station for part of day</li> <li>○ Outside agency advice</li> <li>○ Individual risk assessments</li> <li>○ Augmented Communication aids (where needed)</li> <li>○ Sensory aids</li> <li>○ Increased Adult Support</li> <li>○ Additional planning and arrangements for transition</li> <li>○ Home/School book</li> <li>○ Chewy toys (chewelery)</li> <li>○ Ear defenders</li> <li>○ Stress toys</li> <li>○ Other sensory aids (e.g. weighted blanket)</li> </ul>	<p><b>Specialist Provision</b>  <i>Provision for specialist needs on request by outside agencies</i></p> <ul style="list-style-type: none"> <li>○ Individual Provision Map or EHCP</li> <li>○ Pre-teaching of class learning</li> <li>○ Reinforcement practice of class learning</li> <li>○ Use of individual ICT programmes targeting learning.</li> <li>○ One to one support for literacy outside class</li> <li>○ One to one support for maths outside class</li> <li>○ List of current and future topic words</li> <li>○ TA support daily with IPM outcomes</li> <li>○ Individual arrangements for SATs</li> <li>○ Additional planning and arrangements for transition</li> <li>○ Outside agency advice, including from Cognition and Learning Team</li> <li>○ Dyslexia-friendly resources</li> <li>○ Tinted overlays/rulers</li> <li>○ Transition arrangements, particularly to secondary school</li> </ul>	<p><b>Specialist Provision</b>  <i>Provision for specialist needs on request by outside agencies</i></p> <ul style="list-style-type: none"> <li>○ Individual Provision Map or EHCP</li> <li>○ Provision of specialist equipment – ICT, sloping board, grips, sticky mats, special cushion etc</li> <li>○ Individual handwriting/fine motor skills work</li> <li>○ TA support/monitoring at lunchtimes</li> <li>○ Individual planning and arrangements for transition</li> <li>○ Outside agency advice</li> <li>○ Individual risk assessment</li> <li>○ Individual intimate care plan</li> <li>○ Individual manual handling plan</li> <li>○ Access to enlarged resources</li> <li>○ Awareness of fatigue</li> <li>○ Scribe in class</li> <li>○ Physio exercises</li> <li>○ Classroom access</li> <li>○ Chewy toys (chewelery)</li> <li>○ Ear defenders</li> <li>○ Stress toys</li> <li>○ Other sensory aids (e.g. weighted blanket)</li> <li>○ TA support in PE/dance/games</li> <li>○ Alternative PE curriculum</li> <li>○ Access to outside spaces</li> </ul>	<p><b>Specialist Provision</b>  <i>Provision for specialist needs on request by outside agencies</i></p> <ul style="list-style-type: none"> <li>○ Individual Provision Map or EHCP</li> <li>○ Individual reward/sanction scheme</li> <li>○ TA support – communication of feelings</li> <li>○ TA support individual debriefing/pre-empting</li> <li>○ Individual Behaviour Plan</li> <li>○ Playtime monitoring</li> <li>○ Counselling from outside agency through referral system</li> <li>○ Individual seating or work station for aiding concentration for part of day</li> <li>○ Home school liaison book</li> <li>○ weekly feedback to parents face- to-face</li> <li>○ Time out system and space</li> <li>○ Additional transition arrangements</li> <li>○ Individual risk assessments</li> <li>○ Internal exclusion</li> <li>○ Planned used of physical positive handling (Team Teach)</li> <li>○ CAMHS involvement through referral</li> <li>○ Penhaligon’s Friends (bereavement support)</li> <li>○ Draw and Talk</li> <li>○ Learning Mentor 1:1 Sessions</li> <li>○</li> </ul>

Resources for additional needs and inclusion are purchased as appropriate and are matched to recurring needs throughout the school. Specific individual resources are purchased where this is viable and are used to support other children where this is appropriate. Purchasing resources for English, ICT and other curriculum areas reflect the need for resources to include provision for those with additional needs. Specialist resources are accessed for children with an EHC plan through submission to LEA after specialist advice has been sought



## Section 6: Links with support services

With parental consent, the school may call upon other professionals to carry out specialist assessments and offer advice and support.

Specialist	Services offered
Advisory Teaching Service	A teacher who is employed by the Local Authority to offer specialist advice and support to the child and the school. The Advisory Teachers (ATs) can offer advice in the following areas; Communication and Interaction, Cognition and Learning and Physical and Sensory needs (Hearing and Vision). ATs for Cognition and Learning can only be involved with children who have a Statement or EHCP.
Educational Psychologist (EP)	EPs can have a key role in helping the school identify and assess children with SEN. They can offer advice on effective interventions and deliver training to staff.
Children and Adolescent Mental Health Services Gloucestershire	CAMHS provide a comprehensive range of specialist emotional wellbeing and mental health services for children and young people (0-19) who are registered with a GP in Gloucestershire.
Gloucester and Forest Alternative Provision School (GFAPS)	The Team is based at Rutherford House in Quedgley. They offer support for a child who's social and emotional health needs are resulting in behavioural issues.
Occupational Therapy Service	They offer advice on physical needs, specialist equipment, special exercises and physiotherapy.
School Nurse	They can offer medical advice on general development and with specific areas of concern that may impact on a child's progress.
Speech and Language Therapist	Advice and support for children who have speech and language and communication needs.
Tewkesbury Early Help Hub supported by Families First Plus	The team aim to provide help at an early stage to children and families who need additional support in order to be healthy and safe and to prevent issues and problems becoming serious and harmful to the child, young person, family and community. Early help can be provided at any stage of a child's life – during pregnancy, childhood or adolescence.
Education Inclusion Service Tewkesbury Area	Support to keep children in school and able to learn. Provide advice and guidance in any issues regarding school attendance and inclusion.



## Section 7: managing pupils needs on the SEN Register

The INCo is responsible for coordinating SEND within the school by;

- Co-coordinating the support for children with SEND needs and developing the school's SEND policy
- Working closely with parents of children with SEND to ensure that they are as fully involved and as informed as possible about their child's learning
- Liaising with the dedicated teacher where a Child in Care has SEND.
- Liaising with outside agencies, which may come and support children's learning.
- Updating the school's SEND register and making sure that there are records of each child's progress and learning needs.
- Tracking children's progress with SEND and analysing the impact of support strategies to ensure they are achieving the best outcomes.
- Providing support for staff in the school so that they can help children with SEND effectively to achieve the best progress possible.
- Working with class teachers, parents, children and other professionals to write, deliver and reviews SEND action plans and Education, Health and Care Plans (EHCP).
- Working with the Governor with responsibility for SEND.

### **Class Teacher**

*'Every teacher is a teacher of every child or young person including those with SEND'*

Code of Practice 2015

The class teacher is responsible for working with your child on a daily basis and;

- Setting high expectations, delivering high quality teaching differentiated for individual pupils.
- Keeping appropriate records on your child and his/her progress, helping to identify their strengths and areas which need support.
- Working with parents, the child and INCo to identify, plan and deliver any additional help that a child may need.
- Working with the parents and INCo to share and review assessment and progress information.
- Ensuring that all additional adults working with children in their class are helped to deliver the planned work for the children so that they can achieve the best possible progress.
- Working with outside agencies which may offer advice and help to support a child with their identified needs.
- Ensuring the schools SEND policy is followed.



## **Head Teacher**

Mrs Ettrick the Head Teacher is responsible for:

- The day to day management of all aspects of the school, including the support for children with SEND alongside Mrs Bradford as SENCO
- Ensuring that the needs of pupils with SEND are met
- Keeping the Governing Body up to date about any issues relating to SEND
- Working with the school's Business Manager and Governors to plan and spend money for children with SEND effectively, monitoring the impact of such spending

## **SEND Governor**

The SEND Governor is Mrs Shirley Allen. She will be kept informed of SEND in the school by the INCo, Head Teacher and by the annual report of SEND in the school. She will make sure that the necessary support is given to any child who attends school who has SEND.



## Section 8: Supporting pupils at school with medical conditions

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

Some may also have special educational need and/or a disability (SEND) and may have an EHC plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed.

Children with medical needs have an Individual Care Plan which is drawn up by Mrs Ward in discussion with parents and any medical professionals involved. These are regularly reviewed and staff training needs identified and appropriate actions taken. All children with medical needs are identified on the medical register which is shared with all staff.

## Section 9: Arrangements for partnership with parents/carers

- Staff and parents/carers will work together to support pupils identified as having additional needs.
- Parents/carers will be involved at all stages of the education planning process. An appointment will be made by the INCo and class teacher to meet parents/ carers whose children are being recorded as having additional needs.
- The INCo is regularly available to meet with parents and to discuss any concerns they may have.
- We make sure that all parents/carers are given information about SENDIASS and other local services that may be a support to parents and their children. The Gloucestershire Families Directory offers a wide range of information to support Families. It can be accessed on the following link;

<http://www.glofamiliesdirectory.org.uk/kb5/gloucs/glofamilies/home.page>

- As a school we have published our offer of support to parent/ carers, children and young people with SEND. This can be found on our school website.
- Other professionals will only be involved with parent's/carers consent. The INCo or class teacher will feedback to parents and share any support strategies that have been advised. If a report has been produced a copy will be sent home.
- At review meetings with parents/carers we try to always make sure that the child's strengths as well as weaknesses are discussed. Where we make suggestions as to how parents/carers can help at home, these are specific and achievable and that all parents/carers go away from the meeting clear about the action to be taken and the way in which outcomes will be monitored and reviewed.



- The SEN action plan (My Plan/ My Plan +) will include actions to work on at home to support the child's progress towards outcomes. Parents/carers are always invited to share their views as part of the review process. SEND action plans and reviews will be copied and sent to parents/carers after meetings.
- Ideas and materials for supporting learning at home will be discussed with parents/carers and distributed on request. Parents/carers will also be invited to work alongside pupils in the classroom where this is appropriate.
- Family Learning sessions help support parent/carers in teaching their child to read. Reading volunteers work with children during the school day.
- Parents Evenings provide regular opportunities to discuss concerns and progress. Parents/carers are able to make other appointments on request.
- Regular communication between school and home will ensure that concerns are promptly acted upon. Where this has not happened, however, parents/carers are able to make a complaint by contacting the Head Teacher or, if this fails to resolve the issues, the governing body. Our complaints procedures, available from the school office, sets out the steps in making a complaint in more detail.



### Graduated Pathway- Parent Liaison My Plan/ My Plan Plus

The Code of Practice states that My Plans and My Plans+ should be written and reviewed 3 x a year. At Castle Hill Primary School, they are written by the class teacher who knows the child best and will be implementing them. This is in close liaison with the INCo who will have a greater awareness of outside agency support that might be relevant. Parents will have the opportunity to share their views at Parents' Evenings during the year. Pupil Progress meetings are held 3X a year and give the opportunity for SLT's to evaluate with class teachers and the INCo whether the use of resources for maximum effect is being achieved.

DATE / TERM	INVOLEMENT	REASON
<b>Autumn Term</b>		
October Parents Evening	Class Teacher / Parents <b>*Request can be made for involvement of SENCO prior to appointment</b>	Meeting to speak of Academics Discussion of MyPlan Contribution to next plan
SEN Meeting – Invitation Only	SENCO / Parents	Meeting to discuss MyPlan+ / EHCP Contribution to next steps / outside engagement
<b>Spring Term</b>		
Spring Parents Evening	Class Teacher / Parents <b>*Request can be made for involvement of SENCO prior to appointment</b>	Meeting to speak of Academics Discuss of MyPlan Contribution to next plan
SEN Meeting – Invitation Only	SENCO / Parents	Meeting to discuss MyPlan+/EHCP Contribution to next steps / outside engagement
<b>Summer</b>		
July Report	Class Teacher / Parents	Report of Academics
SEN Meeting	Class Teacher / Parents	Discussion of Myplan/Myplan+/EHCP Preparation for new year / transition
<b>Throughout the year those with EHCP will be contacted to meet for Annual review</b>		



## Section 10: The School's arrangements for SEN and Inclusion In-Service Training

- \* The INCo attends regular cluster meetings to update and revise developments in Special Needs Education and Inclusion.
- \* Meeting additional needs and Inclusion issues are targeted each year through the school's long-term goals and the School Development Plan. In-Service training and individual professional development is arranged matched to these targets.
- \* In-house additional needs and Inclusion training is provided through staff meetings by the INCo.
- \* All staff have access to professional development opportunities and are able to apply for additional needs or Inclusion training where a need is identified either at an individual pupil or whole class level.
- \* Support staff are encouraged to extend their own professional development and the management team will ensure tailor-made training where this is appropriate.
- \* All teachers and support staff undertake induction on taking up a post and this includes a meeting with the INCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

## Section 11: Links with other school's/Transfer arrangements

Reception staff will meet with staff from partner nursery schools prior to pupils starting school. Concerns about particular needs will be brought to the attention of the INCo after this meeting. Where necessary the INCo will arrange a further meeting.

Class teachers of children joining from other schools will receive information from the previous school; if there is an SEND issue the INCo will telephone to further discuss the child's needs and an action plan will be put in place.

Records of children transferring from Castle Hill to new schools will be forwarded to the receiving school. The INCo will discuss these children with other schools on request. When a child moves on to secondary school it is desirable that a meeting between the primary and secondary school staff is arranged to discuss the needs of the child and any actions that need to take place e.g. additional visits to the school.



## Section 12: Access arrangements

### **Access to the Environment (see also School Access Plan)**

Castle Hill School is a single site school, with Key Stage 1 and Key Stage 2 departments joined by access through the school hall. The school is built on two levels with stairs from the ground floor to classes 5 and 6. Entrance to the building is through the main lobby, which is level and therefore suitable for wheelchair access. Classrooms are accessed by corridors from which there is also wheelchair access.

- We have made sure that there are good lighting and safety arrangements for any visually impaired pupils. Our classrooms provide good acoustic conditions so that the effects of hearing difficulties are minimised (part-carpeting, blinds, quiet areas).
- Children requiring equipment due to impairment will be assessed in order to gain the support that they require.
- Details of our plans and targets on improving environmental access are contained in the Access Plan.

### **Arrangements for providing access to learning and the curriculum (see also School Access Plan)**

- The school will ensure that all children have access to a balanced and broadly based curriculum, and that the National Curriculum's programmes of study are flexible enough to meet every child's needs. (No child will be excluded from any learning activity due to their additional needs or learning difficulty, unless it is clearly of benefit to that individual and leads towards inclusion.)
- Learning opportunities will be absorbing, rewarding and effectively differentiated and the teaching styles will be diverse.
- Staff will work in a way to avoid the isolation of the children they are supporting, and will encourage peer tutoring and collaborative learning.
- Schemes of work and policies for each area of the curriculum are in place and are differentiated to include appropriate learning outcomes for all pupils. Each policy has an Inclusion Statement detailing access to that curriculum area for pupils identified with additional needs.
- Differentiation takes a variety of forms within teacher planning. Learning intentions are always made explicit and then activities may be adapted, or planned separately as appropriate. Alternative methods of responding or recording may also be planned for where this is appropriate.
- Children with sensory or mobility impairments or a specific learning difficulty will access the curriculum through specialist resources such as ICT where this is appropriate.
- The school will ensure that the hidden curriculum and extra-curricular activities are barrier free and do not exclude any pupils.
- Details of our plans for increasing access to the curriculum with targets are contained in our Access Plan.



### **Access to Information (see also School Access Plan)**

- All children requiring information in formats other than print have this provided.
- We will adapt printed materials so that children with literacy difficulties can access them, or ensure access by pairing children/peer support/extra adult support.
- We provide alternatives to paper and pencil recording where appropriate, or provide access through peer/extra adult scribing.
- Castle Hill uses a range of assessment procedures within lessons (such as recording, role-play and drama, video, drawing) to ensure children with additional needs are able to demonstrate their achievement appropriately.
- Details of our plan to improve access to information, with targets, are contained in the school's Access Plan.

### **Admission arrangements**

- Children with additional educational needs are considered for admission to the school on exactly the same basis as for children without additional educational needs.
- Admission to Reception is on a part-time basis for the first few weeks. These arrangements are flexible to cater for individual needs.
- Prior to starting school, parents/carers of children with an EHCP or one pending will be invited to discuss the provision that can be made to meet their identified needs.

### **Section 13: Incorporating disability issues into the curriculum**

- The PSHE curriculum includes issues of disability, difference and valuing diversity. Advice will be sought from appropriate organisations on suitable resources.
- Adults with disabilities are encouraged to work with the children, as we believe it is important to have role models, and we encourage people with disabilities to join our governing body.
- The library resources are regularly reviewed to ensure they include books that reflect the range of special educational needs issues and come from a disability equality perspective, and priority is given to the ordering of books with positive images and a positive portrayal of people with disabilities as they become available.

### **Section 14: Terminology, imagery and disability equality**

- We also try to make sure we have positive images of children and adults with disabilities in displays, resources etc.
- We aim to make optimum use of Circle Time for raising issues of language and other disability equality issues.



### Section 15: Listening to pupils with disabilities and those identified with additional needs

- Castle Hill encourages the inclusion of all children in the School Council and other consultation groups. We also have Circle Time throughout the school. We aim to include children in their target setting and encourage and support them to take an active part in their annual reviews, through preparation, and making the information and meeting itself accessible and unthreatening.
- The staff have on-going training opportunities on issues relating to communication and listening skills.

### Section 16: Working with parents/carers who have disabilities

- Castle Hill recognises that there may be a number of parents/carers with disabilities with children in the school, and would work to try to ensure they are fully included in parent's/carers activities. We would also make sure that we hold parent's/carers meetings in the hall that are accessible, and offer BSL interpreters to any deaf parent if required.
- When a child starts at the school we ask the parents/carers about their access needs and then if required send notes/newsletters home in the required format e.g. audiotape, large print etc.

### Section 17: Disability equality and trips or out of school activities

- Castle Hill Primary School tries to make all trips inclusive by planning in advance and using accessible places. We aim to take all year six children on a residential trip and provide additional TA support for individual children as required.
- All children are welcome at our afterschool activities and we would try to arrange SEN transport as necessary.



## Section 18: Evaluating the success of the School SEN and Inclusion Policy

- Every year, we analyse the data we have on the percentage of our pupils with below average attainment at the end of their Key Stage, compared to the percentage in similar schools. We also analyse data on behaviour: major behaviour incidents and exclusions (including lunchtime exclusions). We use this analysis to help us plan our provision map. At the same time, we set new targets for the year ahead.
- We report progress against these targets to the governing body, who in turn report to parents/carers through the Governors Annual Report. This Annual Report also includes the details of SEN provision and of the Access Plan, along with the information required by the Disability Discrimination Act.
- At the full governing body meetings, the INCo will provide information to the governing body as to the numbers of pupils receiving special educational provision through SEN Support (My Plan and My Plan +) and EHC Plans as well as any pupils for whom an EHCP has been requested. The number of pupils transferring to or from each type of provision will be noted. The Head will report on any whole school developments in relation to inclusion, at the same time, and will ensure that governors are kept up to date with any legislative or local policy changes.
- The Annual Report to parents/carers will include the details of the SEN Information Report and of the Access Plan, along with the information required by the Disability Discrimination Act.
- The INCo will meet with the SEN Governor to discuss Inclusion and current SEN concerns. The SEN Governor will lead governor monitoring of the SEN policy through sampling, observations and other procedures to be agreed annually.
- Whole school monitoring and evaluation procedures will include sampling of work and observations. Outcomes pertinent to SEND provision and planning will be taken forward by the whole staff and used to build upon successful practice.
- Target setting for all pupils takes place daily, half-termly and within each Key Stage. Annotated samples of work are kept as evidence to support predictions as to the future achievements of pupils at the end of each Key Stage

## Section 19: Reviewing the Policy

The SEND Policy will be reviewed annually. Parent's views on the effectiveness of SEND in the school are sought through the review process at Parents Evenings and through SEN review meetings. Pupil's views are encouraged through a discussion with the INCo whilst completing the My Profile sheet.



## Section 20: Dealing with complaints

- \* If a parent wishes to complain about the provision or the policy, they should, in the first instance, raise it with the INCo, who will try to resolve the situation.
- \* If the issue can't be resolved, the parent can submit a formal complaint to the Head teacher in writing or any other accessible format. The Head teacher will reply within 10 working days.
- \* Any issues that remain unresolved at this stage will be managed according to the schools Complaints Policy. This is available, on request, from the school office.