



# **Special Educational Needs and Disabilities Policy**

<b>Approved By</b>	Full Governing Body
<b>Approval Date</b>	March 2018
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## Introduction

Everyone at Castle Hall Academy is committed to providing the conditions and opportunities to enable any child with Special Educational Needs (SEND) to be included fully in all aspects of the Academy's life. In addressing any student's Special Educational Needs, both the Academy will have regard to the Code of Practice (Special Educational Needs and Disability Code of Practice: 0 to 25 years, 2015) and comply with the related legislation and guidance listed in the Introduction of the Code of Practice (see link below) including the Equality Act (2010).

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

The Code of Practice says that a child has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child has a learning difficulty or disability if they have:

- a) A significant greater difficulty in learning than the majority of others of the same age.
- b) A disability, which either prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in a mainstream school.

Students with disabilities may have learning difficulties that call for SEND provision. However, not all children who have a disability, as defined by the Equality Act 2010, will require this provision. We will assess each child as required, and make the appropriate provision, based on their identified needs.

Children must not be regarded as having a learning difficulty solely because the language of their home is different from the language in which they will be taught.

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Special educational provision means educational provision, which is **additional to, or different from**, the provision made generally for children of the same age in a mainstream school.

Throughout this policy, the term "parent" includes all those with parental responsibility, including parents and those who care for the child.

### 1. Objectives

The academy aims to identify and provide for students who have special educational needs and additional needs and:

- Identify students who have SEND as soon as possible;
- Use a variety of strategies and effective differentiation to allow students with SEND to have full access to relevant elements of their curriculum;
- Provide intervention at a suitable level when a student is identified as having SEND;
- Provide high quality provision to meet the needs of children and young people with SEND and remove barriers to learning;
- Assess, plan, review and keep records of the progress of students with SEND;

- Work with outside agencies who provide specialist support for children and young people with SEND and ensure collaboration between education, health and social care services to provide support;
- Encourage children, parents and young people to be actively involved in decision-making throughout the approaches set out in SEND policy and procedures. (The balance of involvement of parents and students will change according to age and capacity);
- Provide intervention at a suitable level when a student is identified as having SEND;
- Work within the guidance provided in the SEND Code of Practice, 2015.
- Provide a Special Educational Needs Co-ordinator (SENCo) who will be responsible for implementing the SEND Inclusion Policy within school.
- Provide support and advice for all parents/carers and staff working with students with special educational needs and disabilities.

The school will use its best endeavours to ensure that teachers in the school are able to identify and provide for those students who have special educational needs to allow such students to join in the activities of the school together with students who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision and the efficient education of the students with whom they are educated.

The school recognises that many students who are looked after by the local authority often have special education needs. As such, the SENDCO and the inclusion team, including the Designated Teacher for CLA (Children Looked After) liaises closely with the Virtual School to ensure we promote the educational achievement of these students

## **2. Policy Statement**

The educational aims of this school are to enable all students to fulfil their potential through a broad and balanced range of experiences. Castle Hall Academy believes that as part of its policy statement:

- Partnership and engagement with parents plays a fundamental role in enabling children and young people with SEND to achieve their potential. The school recognises and values that parents hold key information and have unique knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them.
- All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their children's education.
- Children and young people with special educational needs often have a unique knowledge of their own needs. Their views about what sort of help they would like to help them make the most of their education will be ascertained. The school will encourage the students to participate in all the decision-making processes and contribute to the assessment of their needs, reviews and transition processes.
- Every student is an individual.
- Every student should have the opportunity to study a broad, balanced curriculum.
- Every student has an equal right to care and attention, regardless of gender, race, social background, physical disability or ability.
- Every student has a variety of educational needs; some of which will be shared with other students; some of which will be specific to that student.
- Every student should have the opportunity to make progress commensurate with their developing abilities.

- The school has responsibilities to provide for the needs of all its students as far as resources will allow.
- The school strives to provide a consistent, whole school approach to SEND, which is characterised by such features as:
  - The implementation of this policy.
  - An ethos which combines a culture of enjoy, achieve and celebrate within a disciplined environment, to achieve the former ECM outcomes.
  - An approach to learning and teaching which incorporates differentiation.
  - The use of external support agencies.
  - To include all students wherever possible. The policy reflects the SEND Code of Practice, 0-25 guidance.

The policy is made accessible to all staff and parents in order to aid the effective coordination of the SEND provision.

Staff and parents can also access the Kirklees SEND (Special Educational Needs and Disability) Local Officer. The Local Offer is part of the SEND reforms: as part of the Children’s and Families Act, local authorities must publish a local offer setting out information about provision that is available for children and young people in their area who have SEND from the 1<sup>st</sup> September 2014.

<http://www.kirklees.gov.uk/beta/local-offer/the-local-offer.aspx>

<http://www.kirklees.gov.uk/beta/schools-and-education.aspx#special-education>

The local offer has two key purposes:

- to provide clear, comprehensive and accessible information and the provision available;
- to make provision more responsive to local needs and aspirations by directly involving children and young people with SEND, parents and carers service providers in its development and review.

The SENCo at Castle Hall Academy will hold details of all SEND Support records such as the SEND Register, SEND records for individuals, etc. Some of this data is also stored on the School Management System (SIMS).

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

The school aims to identify students with SEND according to the four categories of need defined by the Code of Practice for SEND:

- Cognition and learning.
- Social, emotional and mental health.
- Speech, language and communication.
- Physical and sensory (or medical).

Students will be defined as having SEND where the provision to meet their needs is additional to or different from that of the majority of students.

Castle Hall identifies the needs of students by considering the needs of the whole child which will include not just the special educational needs of the child or young person.

The school recognises the following factors are not SEND but may impact on progress and attainment:

- 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 SEND).
- Attendance and Punctuality.
- Health and Welfare.
- EAL.
- Being in receipt of Pupil Premium Allocation.
- Being a Looked after Child/Child who has previously been adopted from care.

Identifying behaviour as a need is no longer an acceptable way of describing SEND. Any concerns relating to a child or young person’s behaviour will be judged as an underlying response to a need which the school will endeavour to recognise and identify clearly.

If a student is known to have special educational needs when they arrive at Castle Hall Academy, the Headteacher, SENCo, departmental and student support colleagues will:

- Use information from the previous schools to provide an appropriate curriculum for the student and focus attention on action to support the student within the class.
- Ensure that ongoing observation and assessment provides feedback about student’s achievements to inform future planning of the student’s learning.
- Ensure opportunities for the student to show what they now understand and can do.
- Involve the student in planning and agreeing targets to meet their needs.
- Involve parents in developing a joint learning approach at home and in school.

### **Early Assessment**

Assessment is a continuing process that can identify students who may have special educational needs. The school will measure student’s progress by referring to:

- Evidence from teacher observation and assessment.
- Their performance against the descriptors within the National Curriculum at the end of a key stage.
- Their progress against the objectives specified in the National Literacy and Numeracy Frameworks.

#### *Suggested amendment since the archiving of the Frameworks*

- Information/Referrals received by the school’s inclusion meetings.
- Their performance against national expectations/descriptors.
- Their progress against national objectives/expectations for Literacy and Numeracy

#### **4. A Graduated Approach to SEND Support**

This is the process by which Castle Hall Academy identifies and manages children and young people with SEND.

The school recognises the importance of 'Quality First' teaching in meeting the needs of all students. High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEND. Students are only identified as having SEND if they do not make adequate progress once they have had all the interventions and adjustments resulting from good quality personalised teaching.

Teachers are responsible and accountable for the progress and development of all the students in their class, including where students access support from teaching assistants or specialist staff.

Castle Hall Academy regularly and carefully reviews the quality of teaching for all students, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable students and their knowledge of the SEND most frequently encountered.

In deciding whether to make special educational provision, the teachers and SENCo consider all of the information gathered from within the school about the student's progress, alongside national data and expectations of progress. This includes high quality formative assessment.

Teachers may conclude that the strategies they are currently using with a student are not resulting in the student learning as effectively as possible. In these circumstances, they will consult the SENCo to consider what else might be done. The starting point will always be a review of the strategies being used and the way in which these might be developed. Evaluation of the strategies in place may lead to the conclusion that the student requires help over and above that which is normally available within the particular class or subject.

The key test of the need for action is evidence that current rates of progress are inadequate. Adequate progress can be defined in a number of ways. It might, for instance, be progress which:

- Closes the attainment gap between the student and the student's peers.
- Prevents the attainment gap from growing.
- Is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers.
- Matches or betters the student'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 student's behaviour.
- Is likely to lead to appropriate accreditation.
- Is likely to lead to participation in further education, training and/or employment.

#### **My Support Plan (MSP)**

Where assessment indicates that a student requires a high level of individual support and intervention in school they may be placed on the SEND Register.

The aim of formally identifying a student with SEND is to help the Academy ensure that effective provision is put in place and so remove barriers to learning. The SEND support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an on-going cycle to enable the provision to be refined and revised as the understanding of the needs of the student grows. This cycle enables the identification of those interventions which are the most effective in supporting the student to achieve good progress and outcomes. This is known as the graduated approach.

### **Assess**

This involves clearly analysing the student's needs using the subject teacher's assessment and experience of working with the student, details of previous progress and attainment, comparisons with peers and national data, as well as the views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the Academy's information and assessment data on how the student is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that the barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where outside professionals from health or social services are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

### **Plan**

Planning will involve consultation between the teacher, SENCo, student and parents, where age appropriate, to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All teachers and support staff working with the student will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought. This information will also be recorded on the Academy's information system.

### **Do**

The subject teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class / subject teacher. They will work closely with teaching assistants and / or relevant specialists to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the student's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCo.

## Review

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the student and their parents. The subject teacher, in conjunction with the SEND team will revise the support and outcomes based on the student's progress and development making any necessary amendments going forward, in consultation with parents and the student.

Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

When a student is making expected progress, they will be taken off the SEND Register.

Where yet higher levels of need are indicated, the SENCo will, in liaison with the student and family, and where appropriate, make arrangements to draw on more specialised assessments and support from external agencies and professionals. This may be when the student continues to make little or no progress in specific areas over a long period or continues working at identified levels substantially below that expected of students of a similar age. The student may continue to have difficulty in developing literacy and mathematics skills or may have had emotional or social difficulties which substantially and regularly interfere with their own learning or that of the class group, despite having an individualised programme. The student may also have sensory or physical needs, and require additional specialist equipment or regular advice or visits, providing direct intervention to the student or advice to the staff, by a specialist service. Alternatively, the student may have ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

Some of the external agencies that may be called upon include:

1. LA Advisory Service.
2. Educational Psychology Service.
3. Pupil Referral Service.
4. CAMHS (Child and Adolescent Mental Health Service) or ChEWS (Children's' Emotional Well-being Service).
5. Attendance and Pupil Support Service.
6. Commissioned nurse or counsellor.
7. Careers.
8. Social Workers.
9. Therapists e.g. Physio, Speech, Occupational, Speech and Language.
10. Outreach support for hearing and visual impairment, Speech, Language and Communication (SLCN) or ASD.
11. CHYPS including TYS.

In some circumstances, where there are multiple agencies involved with the child or family, it may be appropriate to carry out a Single Assessment. This will be done by the trained member staff, potentially pastoral, with whom the family feel comfortable. For a few students the help given by school and external agencies may not be sufficient to enable the student to make adequate



progress. It will then be necessary for the school, in consultation with the parents and any external agencies already involved, to consider whether to ask the LA to assess whether the student needs an Education, Health and Care Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHCP.

### **Education, Health and Care Plans (EHCP)**

The student will have demonstrated significant cause for concern and the school will provide written evidence to the LA detailing all of the school's actions, the student support plans with reviews and outcomes and the student's health including the student's medical history where relevant. Also, National Curriculum level, or similar assessments, attainments in literacy and mathematics, educational and other assessments, e.g. from the educational psychologist as well as views of the parents and the student and any involvement by Social Services or Education Welfare Service.

Following Statutory Assessment, an EHCP will be provided by the local authority, if it is decided that the child's needs are not being met by the support that is ordinarily available. The Academy and the child's parents will be involved developing and producing the plan.

Parents have the right to appeal against the content of the EHCP. They may also appeal against the Academies named in the Plan if it differs from their preferred choice.

Once the EHCP has been completed and agreed, it will be kept as part of the student's formal record and reviewed at least annually by staff, parents and the student. The annual review enables provision for the student to be evaluated and, where appropriate for changes to be put in place, for example, reducing or increasing levels of support.

Students with Education, Health and Care Plans will be subject to the same processes as other students with SEND. Additionally, their needs will be reviewed annually with the student, family and all the professionals involved with the student.

All Statements of Educational Needs are in the process of conversion to Educational Health Care Plans, and the academy is following the schedule as outline by Kirklees Special Educational Needs Assessment and Commissioning Team (SENACT).

### **5. Links with other schools and transition between schools**

To enable continuity of learning from the primary to secondary school, close links have been established and maintained with the partner primary schools, both in a formal and informal way. Information from the previous school is valued and aids the identification and assessment of a student's needs. This information should include: up to date screening information including reading, spelling ages (dates and tests used), NFER tests, Key Stage results. Also detailed information of outside agency involvement, individual needs for specific students, attendance, medical needs and behaviour records is recorded and used.

Information, which is built up, about the student whilst at Castle Hall Academy is passed on to any other school, college or placement that the student might transfer to.

## **6. Access to tests, assessments and exams**

As part of the planning and review process for students with SEND, consideration will be made of any access arrangements that are needed for the student to demonstrate their abilities in tests and exams. If a student uses a scribe or a laptop or has a reader or extra time as part of their normal way of working, the school will apply to the exam boards for them to use the same concessions in tests and exams. Examination arrangement assessment/testing will be carried out by the Exam Access Co-ordinator.

The same applies to students with physical or sensory impairments who need modifications to their papers.

## **7. Supporting Students at School with Medical Conditions**

- The school recognises that students at school with medical conditions should be properly supported so that they have full access to education, including school visits 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 needs (SEND) and may have an Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed.
- Where a student has a medical condition that will need to be managed in school, the Medical Needs Co-ordinator/SENCo will liaise with the parents or carers to formulate a healthcare plan that will indicate to school staff how the condition is to be managed. The plan will be reviewed regularly with the parents or carers and relevant healthcare professionals. A copy is retained in the medical room.
- For students with complex medical conditions or conditions that may become life-threatening, the Medical Needs Co-ordinator/SENCo will liaise with the appropriate medical professionals to ensure that all staff are trained in the techniques necessary to manage these conditions, including use of the defibrillator.

## **8. Training**

- In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all students, all staff are encouraged to undertake training and development around SEND. In the case of a student having needs that the staff are likely to be unfamiliar with, in-school training will be provided by the SENCo or relevant specialists to ensure that every one is confident to meet the student's needs.
- The SENCo will receive role specific training/qualifications to support the dissemination of SEND expertise/training to the wider school as well as appropriate training to allow identification/support of SEND pupils.
- All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual students.
- The school's SENCo attends the Local Authority's SENCo network meetings in order to keep up to date with local and national updates in SEND.

## **9. Roles and Responsibilities**

There is a school governor with responsibility for SEND whose role is to champion the issue of special educational needs and disabilities within the work of the Governing Body and to have specific oversight of the school's arrangements and provision for meeting special educational needs.

The school's link for SEND on the school leadership team is the Assistant Headteacher who also line manages the designated person with responsibility for Safeguarding and CLA.

The SENCo is Mrs S Ashraf.

The key responsibilities of the SENCo are:

- Overseeing the day-to-day operation of the school's SEND policy.
- Liaising with and advising fellow teachers.
- Managing the SEND teaching staff and Educational Support Assistants.
- Managing resources/budgets to provide provision for SEND pupils.
- Co-ordinating provision for students with special educational needs including healthcare plans.
- Overseeing the records for all students with special educational needs with support for an SEND – Administration Assistant.
- Liaising with parents of students with special educational needs.
- Contributing to the in-service training of staff.
- Liaising with external agencies including the LA's support and educational psychology services, the Careers Personal Advisors, health and social services and voluntary bodies.

## **10. Concerns/Complaints Procedure**

In line with the school's Policy for Resolving Parents/Carers Concerns/Issues/Complaints in the first instance, concerned parents should discuss their complaints with the Form Tutor, Head of Year or Mr S Ashraf, SENCo

Should the concern continue, it should be further discussed with Mrs S Jefferson, Assistant Headteacher with responsibility for SEND. In the event of the concern not being resolved at this point, parents/carers should contact Mr P Brook, Headteacher.

SENCo: Mr S Ashraf – [sashraf@castlehall.com](mailto:sashraf@castlehall.com)

Tel: 01924 520500

Governor with responsibility for SEND: Mrs N Hampshire