



Special Educational Needs and Disability Policy

Formally adopted by the Governing Body of:	Redcastle Family School
On:	
Signed by Chair of Governors:	<i>Mrs M Eade</i>
Last updated:	September 2024
Review date:	September 2025

REDCASTLE FAMILY SCHOOL

POLICY FOR ASSESSMENT OF AND PROVISION FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITY

1. INTRODUCTION

The policy adheres to the Department for Education's Code of Practice (2014). The policy is in keeping with the school's aims, its teaching and learning policy, and its policy on equality of opportunity. The school is committed to a policy of inclusion: one in which the teaching, learning, achievements, attitudes and well-being of all children matter – including those identified as having special educational needs or disabilities (SEND). The culture, practice, management and deployment of the school's resources are designed to ensure all children's needs are met, including those within Moonbeam Autism Specialist Resource Base and the Specialist Hub of Inclusive practice (SHIP).

The Governing Body believes that all children, regardless of ability and behaviour, should be valued equally. Different children's needs are recognised and met through a varied, flexible provision throughout the curriculum. We recognise that education is a partnership. We therefore aim to involve staff, parents, children and governors in the creation of a happy and secure environment, where there is a shared sense of purpose, supported by mutual trust and respect.

1.1. Policy principles and objectives

- To ensure that quality first teaching, differentiated for individual pupils, is embedded in every class and that teachers are held accountable for the progress and attainment of all pupils in their class whether or not they have additional needs. Our responsibility is to make sure that staff are appropriately trained to enable them to respond to specialist needs within our school including the SRB.
- To ensure that all children, whether or not they have SEND, have access to a broad, balanced and relevant curriculum.
- To ensure early identification, assessment and provision for any child who may have special educational needs.
- To help every child realise his or her full potential and optimise his or her self-esteem.
- To encourage all pupils, including those with SEND, to become independent and take positions of responsibility within the school.
- To enable all staff to play a part in identifying SEND pupils and to take responsibility for recognising and addressing their individual needs.
- To encourage the whole school community to demonstrate a positive attitude towards SEND.
- To encourage an effective parent partnership in developing and implementing a joint learning approach at home and at school.
- To encourage and support children to participate in all decision-making processes that occur in their education, seeking their views and taking them into account.

1.2. Definition of SEND

A child has a Special Education Need if he or she has a learning difficulty or disability that means:

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

Special educational provision will be matched to the child's identified SEND. Children's SEND are generally thought of in the following four broad areas of need:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical needs

In this school, a pupil has SEND 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. Making higher quality teaching normally available to the whole class reduces the number of pupils who require such support.

This school will assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. We will consider evidence that a pupil may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.

The school will take a graduated approach: the majority of children with SEN or disabilities will have their needs met within the school. Some children may require an Educational Health and Care needs assessment (previously a statement) in order for the local authority to decide whether it is necessary for it to make provision in accordance with an EHC plan.

The purpose of an EHC plan is to make specific and/or additional provision to meet the special educational needs of the child, to secure the best possible outcomes for them across education, health and social care.

The school will maintain a record of those pupils who are currently receiving SEND support or who have previously received support.

1.3. Working with parents

This school is committed to working with parents in the best interests of the child. Parents will be involved in the identification of SEND and informed when the school makes special education provision for the child. Thereafter, parents will be involved in any reviews of provision and the school will ensure that parents are kept regularly informed about their child's progress.

In line with the Code of Practice 2014, the school has produced a local offer that summarises the provision that it will make reasonable endeavours to offer to any pupil with SEND. It can be read on the school's website or contact the school for further details.

2. ROLES AND RESPONSIBILITIES:

- **Children:** the school values children's opinions and views. We seek children's own thoughts on a regular basis including those for children with additional needs.
- **Parent:** the school recognises the role of the parent as the primary educator and carer of the child. Parents play a vital role in supporting the education of the child and have a responsibility to engage with the school when it consults with them on decisions affecting the child and to inform the school of any changes in circumstance that may affect the child.
- **Class teacher:** in the first instance, the class teacher will be responsible for delivering high quality teaching differentiated for individual pupils, identifying any possible SEN concerns and liaising with the parents and Special Educational Needs Coordinator. As we have autistic children arriving into our SRB some of these children will spend time in mainstream classes, all staff will be trained and aware of their needs and their responsibilities towards the children.
- **Special Educational Needs Coordinator (SENDCo):** The SENDCo in our school is Mrs Denty. She is a qualified teacher and has responsibility for co-ordinating SEND provision.

- **Headteacher:** the headteacher has overall responsibility for the strategic development of SEND policy and provision and the management and deployment of staff and resources.
- **SEND Governor:** The governor in this school with responsibility for SEND is Mrs Pringle. She should liaise regularly with the SENDCo about developments in SEND, undertake monitoring to see that statutory requirements for meeting SEND within the school are met and report to the governing body regularly.
- **Safeguarding, Pupil Premium and Looked After Children:** The member of staff with responsibility for safeguarding is Mrs Denty (Designated Safeguarding Lead). The alternate members of staff are Mr Julian, Mrs Paynter, Mr Stansfield and Mrs Hedger. Mrs Eade is the governor for safeguarding. The headteacher is responsible for making decisions about the use of pupil premium and the member of staff responsible for Looked After Children is Mrs Denty.
- **The Governing Body** is responsible for ensuring that the school fulfils its statutory duties. It will establish and review this policy having regard to the Code of Practice on the identification and assessment of special educational needs. It will hold the headteacher to account for the provision for and outcomes of children with SEND. It will ensure that governors receive appropriate training to fulfil their roles.
- **The Local Authority:** The local authority must consult parents of children with SEND in the development of its policies. Where a child requires an EHC needs assessment, it must ensure that the child's parents are fully included in the process from the start, are fully aware of their opportunities to offer views and information, and are consulted about the content of the plan.

A list of contact details are included in Appendix 1 & 2.

3. PROCESSES

3.1. Admissions

This school follows the Norfolk County Council Admissions Policy. Places will be offered to those children with an EHC Needs Assessment that names the school as the appropriate school for the child, even if it is not the catchment school. In making the decision to name a school, parents' views will be considered carefully by local authority staff.

Parents who wish to see if this school is suitable for their child can find details of our local offer for pupils with SEND on our website or ask for a copy from the school office. The best way to find out if this school will meet your child's needs is to visit the school. Please contact us to arrange an appointment. Parents will be responsible for transporting their child to the school if they do not qualify for free or discretionary transport under the Norfolk County Council home to school transport policy. Please contact Norfolk County Council for further information.

3.2. Identification, Assessment and Review

We use a cycle of identification, assessment, provision, review and evaluation as shown in the chart.

- **Identification:** We work on the principle that early identification of additional needs is essential. The school conducts regular assessments, for example: Foundation Stage baseline assessment, Phonics Screening in Year 1 and statutory assessments in English and Maths at the end of both Year 2 and Year 6. In addition, informal assessment takes place through teacher observation, discussion with teaching assistants, discussion with the child and parents and marking and evaluation of work.

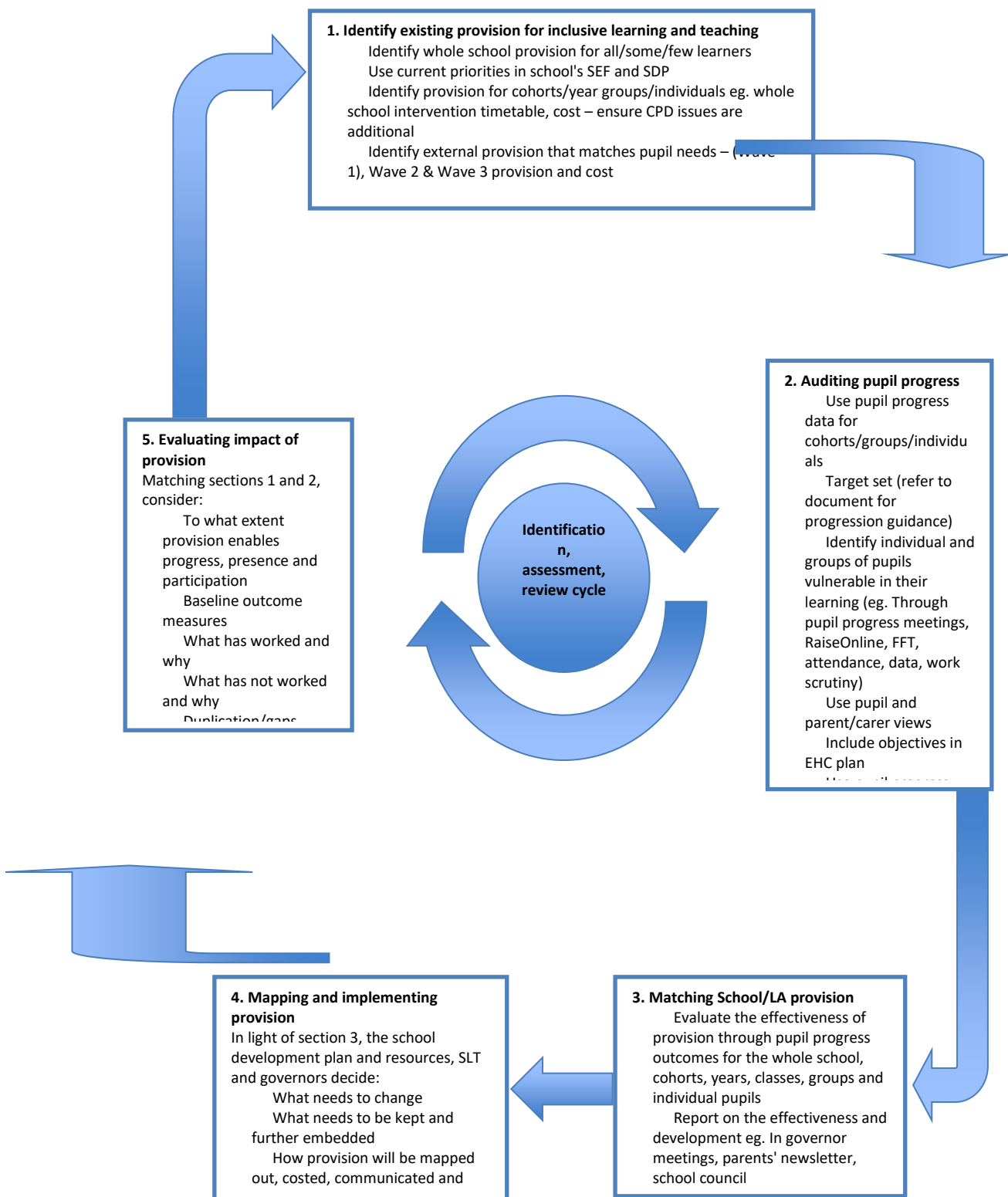
3.3. Provision and funding

- **Universal:** High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.
- **Targeted:** Additional programmes of support, in groups or one to one, will be provided to pupils according to their needs.
- **Specialist:** External advice and / or support from other professionals will be sought for pupils who need further intensive provision.

The school will provide resources to support children with SEND as appropriate within the schools delegated budget. Children who have particularly complex needs may qualify for high tariff funding in order to provide specific support for their needs. Children that will join our SRB will be funded via the Norfolk Local Authority. The Headteacher manages the allocation of funding and resources.

All staff are teachers of children with SEND. A number of staff have received specialist training in specific SEND provision and the SENDCo and Headteacher will deploy staff appropriately. As part of ongoing professional development, the SENDCo and Headteacher will arrange training for staff to enable them to meet the needs of pupils with SEND in the school.

All staff should take into account the needs of all abilities when providing resources for their particular subject areas and the SENDCo works closely with the headteacher to manage the budget for SEN resources.



EHC Plans

A referral for an Educational Health and Care needs assessment may be requested by the child's parents, the SENDCo or Headteacher or someone acting on behalf of the school or anyone else acting in the interests of the child. A referral from the school will be made when a child continues to give cause for concern with evidence that strategies and programmes implemented have been in place for a reasonable period of time without success. This should ideally be done with the knowledge and agreement of the parent. The referral will be as laid down in the Code of Practice 2014 and will be subject to an Annual Review.

3.4. Curriculum Access

All pupils have access to a broad and balanced curriculum at our school. We set high expectations for every pupil, whatever their prior attainment. Teachers use appropriate assessment to set targets that are deliberately ambitious. Lessons are planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEN and disabilities will be able to follow the full national curriculum. The school's inclusion policy, curriculum plans and accessibility plan should be read in conjunction with this policy.

In line with the school's inclusion policy and equalities policy, no child will be excluded from participation in extra-curricular activities and school trips and the school will endeavour to make all its facilities accessible to all pupils in line with its accessibility plan.

3.5. Transition and transfer

When a child moves school at the normal age of transition, we will engage in thorough liaison with the receiving school to share information and familiarise the pupil with the new environment and provide opportunities for them to meet key members of staff at the new school. Depending on the receiving school and the needs of the child, this will include visits to the school by special needs staff, visits to the receiving school by the pupil, meetings between staff and parents and the sharing of information between the schools. Where transition takes place at other times, we will use our best endeavours to engage in the same way.

3.6. Liaison with external agencies

The school will work in partnership with other agencies with a role in provision for pupils with SEND. This may include:

- Advisory Teacher for Special Needs and Psychology Service (EPSS)
- Speech and Language Therapists
- Occupational and Physiotherapists
- Paediatricians
- S2S
- School Medical Services-Health Visitor/Nurse/GP (via Just One)
- Child and Family Consultation Service
- Support for Hearing or Visually Impaired children (VSSS)
- Child and Adolescent Mental Health Services (CAMHS)/Point One
- Medical Needs Team
- Attendance Team
- Others as appropriate

3.7. Links to other policies

This SEND policy, the SRB policy and the SEN information report should be read alongside the school's policies on behaviour, marking, homework, teaching and learning, curriculum and safeguarding of children.

3.8. Complaints Procedures

The governing body will ensure that anyone who wishes to make a complaint in relation to children with SEND, whether they have an EHC plan or not, is treated fairly, given the chance to state their case, provided with a written response (including the rationale for any decisions) and informed of their appeal rights in line

with the school's complaints procedure.

In the first instance, any Parent or Carer with a concern about the implementation of the SEND policy should speak to their child's class teacher or the SENDCo. If they wish to pursue a complaint they should contact the headteacher and follow the school's complaints procedure. If the complainant remains concerned after following the complaints procedure, he or she could ask the Department for Education's School Complaints Unit to take up the matter.

This policy will be reviewed annually.

APPENDIX 1: CONTACTS

Special Educational Needs & Disabilities Coordinator: Mrs Denty

Governors with responsibility for SEND: Mrs Pringle

Chair of Governors: Mrs Eade

APPENDIX 2: GLOSSARY OF TERMS (please see either SRB policy or SEN information report for additional glossary terms)

Annual review: the review of an EHC plan which the local authority must make as a minimum every 12 months.

Child and Adolescent Mental Health Services (CAMHS): These services assess and treat children and young people with emotional, behavioural or mental health difficulties. They range from basic pastoral care, such as identifying mental health problems, to specialist 'Tier 4' CAMHS, which provide in-patient care for those who are severely mentally ill.

Early Years Foundation Stage (EYFS): The foundation stage begins when children reach the age of three. Many children attend an early education setting soon after their third birthday. The foundation stage continues until the end of the reception year and is consistent with the National Curriculum. It prepares children for learning in Year 1, when programmes of study for Key Stage 1 are taught.

Education, Health and Care plan (EHC plan): An EHC plan details the education, health and social care support that is to be provided to a child or young person who has SEN or a disability. It is drawn up by the local authority after an EHC needs assessment of the child or young person has determined that an EHC plan is necessary, and after consultation with relevant partner agencies.

Graduated approach (GA): A model of action and intervention in early education settings, schools and colleges to help children and young people who have special educational needs. The approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child or young person may be experiencing.

Local Offer (LO): Local authorities in England are required to set out in their Local Offer information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans. Local authorities must consult locally on what provision the Local Offer should contain.

National Curriculum (NC): This sets out a clear, full and statutory entitlement to learning for all pupils, determining what should be taught and setting attainment targets for learning. It also determines how performance will be assessed and reported.

Parent: Under section 576 of the Education Act 1996, the term 'parent' includes any person who is not a parent of the child, but has parental responsibility (see below) or who cares for him or her.

Special Educational Needs & Disabilities (SEND): A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Special Educational Needs & Disabilities Co-ordinator (SENDCO): A qualified teacher in a school or maintained nursery school who has responsibility for co-ordinating SEND provision. In a small school, the headteacher or deputy may take on this role. In larger schools there may be a team of SENDCOs. Other early years settings in group provision arrangements are expected to identify an individual to perform the role of SENDCO and childminders are encouraged to do so, possibly sharing the role between them where they are registered with an agency.

Special educational provision (SEP): Special educational provision is provision that is different from or additional to that normally available to pupils or students of the same age, which is designed to help children and young people with SEN or disabilities to access the National Curriculum at school.

Specialist Resource Base (SRB): A provision linked to the school for a maximum of 16 children with a main diagnosis of Autistic Spectrum Disorder (ASD). These children will be educated and integrated as part of our mainstream school and have access to resources and rooms specifically designed to meet their needs.

Specialist Hub of Inclusive practice (SHIPs) The SHIP offers children who have a range of co-occurring needs such as neurodiversity; social, emotional and mental health; and learning difficulties a personalised, child-centred approach to learning and small group support, whilst also benefitting from inclusive practice within the mainstream setting. Children accessing a SHIP will have the underlying potential to access aspects of a mainstream school once needs have been identified and strategies have been implemented. SHIPs are for children living in the locality of the mainstream school, thereby enabling children to attend school close to home and take part in activities after school in the area and with other local children.