



Castle Manor Academy

SEND POLICY




We work hard



We are kind



We are PROUD

Date Approved	May 2018
Signed	(Chair of Local Governing Body)
Name	 Justine Dawkins
Minuted	May 2018
Date of Next Review	May 2019

Vision

At Castle Manor Academy, we aim to improve the life chances of all our children and young people whatever their backgrounds, skills and capabilities. We aim to provide the best education we can, enabling our children and young people to become responsible, independent members of society.

1. RATIONALE

We strongly believe that through quality classroom teaching all children can be supported and challenged to make the best possible progress. Our subject specialist staff recognise the differing needs of their students and understand many of the possible barriers to learning. Through tailoring and differentiation, we aim to make sure that the needs of all students, within the classroom and the wider school, are met.

The SEND policy should be read in conjunction with the following policies:

- Expectations for Learning
- Safeguarding
- Supporting Students with Medical Needs
-

Legislative Compliance:

This SEND policy has due regard to:

- The 2014 Children and Families Act;
- The SEND Code of Practice: 0-25 (2015);
- The Equality Act 2010;
- The Teachers' Standards 2011.

2. PRINCIPLES

Castle Manor Academy aims:

- to identify, at the earliest opportunity, barriers to learning and participation for students with SEND;
- to ensure every child experiences success and achieves to the highest possible standard;
- to value and encourage the contribution of all children to the life of the school;
- to work in partnership with students and their parents, recognising their right to be central to the provision planned for them;
- to work closely with external support agencies, where appropriate, to support the needs of all individual students;
- to ensure all staff have access to training and advice to support quality teaching and learning for all students, recognising the importance of early identification and their statutory obligations to those they teach;
- to work with the governing body to enable them to fulfil their statutory monitoring role with regard to SEND;

- to offer all students with SEND full access to a broad, balanced and relevant education, including an appropriate vocational curriculum and 14-19 pathways;
- to ensure there is a supported transition at each Key Stage for every student.

3. IDENTIFICATION OF STUDENTS WITH SEND

The 2015 Code of Practice says that:

A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others 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.

Taken from 2015 SEN Code of Practice: 0 to 25 Years– Introduction xiii and xiv

There are four broad categories of SEND:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Physical and sensory

At Castle Manor Academy, the number of pupils and students considered to have SEND is broadly similar to national figures and cover all four categories of SEND. All teachers expect to have students with SEND in their classes.

Children and young people with SEND are typically identified via one or more assessment routes, which are part of the overall approach to monitoring the progress of all students:

- Student progress is monitored by subject teachers and Team Leaders. Where students are identified as not making expected progress, in spite of Quality First Teaching, progress is discussed with team leaders and a plan of action is agreed. Not making expected progress might present as:
 - Progress which is significantly slower than that of their peers starting from the same baseline
 - Progress which fails to match or better the child's previous rate of progress
 - Progress which fails to close the attainment gap between the child and their peers
- If subject teachers and Team Leaders continue to observe that a student is making less than expected progress, despite implementing a range of tailoring strategies over a period of time, they will seek support from the SENDco to identify possible barriers to learning.
- Parents and students sometimes ask us to look more closely at possible barriers to learning. We take all parental and student requests seriously and

investigate them all. Frequently, the concern can be addressed by Quality First Teaching within teams, implementing recommended strategies or parental support.

- The SENDCo, Learning Intervention Officers and some Learning Assistants are able to undertake a range of standardised screening tests with students. The SENDCo can use these assessments to add to and inform teachers' own understanding and assessments of a student.

Following additional screening, if a student continues to not make expected levels of progress despite intervention within the classroom by subject teams, it may be necessary to seek additional support and provision and place the student on the SEND Support Register.

Students who are identified as SEND Support will have the letter K allocated to them on the school record system (SIMS). If a student has an Education Health Care Plan, they will be identified on the school records by an E. These letters are nationally recognised.

Although the school can identify special educational needs, and make provision to meet those needs, we do not offer diagnoses. Parents are advised to contact their GP if they think their child may have ASD or ADHD or some other disability that requires a medical diagnosis.

A diagnosis of a specific condition does not automatically mean that a student will be on the SEND Support Register. Many students with additional needs make progress with high quality classroom teaching where the learning is tailored to their needs.

4. SUPPORT AND PROVISION

Teachers are responsible for the progress of all students in their classes, including those with SEND, regardless of whether they are supported by additional adults within or outside the classroom.

The Learning Intervention and Support teams have a key role in providing tailored support to individual and groups of students. This might mean direct support in lessons, providing strategies to staff that will help in lessons or through the delivery of evidence-based interventions designed to accelerate progress and ensure students close the gap between their current attainment and expected level of attainment.

The work of teachers and intervention and support staff across the school is co-ordinated by the SENDco They are responsible for ensuring this policy is up-to-date and implemented effectively within the Academy. The SENDco will strive to keep informed of current changes in SEND legislation, guidance and research at a Trust, County and National Level. This might include legal changes, good practice, new resources and intervention. The Academy will support the SENDco in their role by providing adequate time to fulfil their statutory responsibilities and support regular training opportunities and time to work with staff.

At Castle Manor Academy, the SENDco is Jennifer Beaton.

5. WORKING WITH CHILDREN AND THEIR PARENTS

We aim to establish positive and productive relationships with all of our students and their parents. If a child is experiencing difficulties, parents will be informed either at parents' meetings, on Academic Tutoring Days or during other meetings to discuss the child's progress. It should not come as a surprise to a parent to learn that their child is being identified as having a possible SEND.

Following discussions involving adults with responsibility for the student and additional screening where appropriate, the child might be identified as having a SEND and in need of additional support. The school will contact the parents to:

- formally let them know that their child is being placed on the SEND Support Register and what this will mean;
- Discuss screening assessments and what they can tell us;
- Agree a support plan and suggested provisions.

This forms the graduated approach of 'Assess, Plan, Do, Review' required in the Code of Practice. The student will be invited to attend all, or part, of the meeting and make their needs and wishes known. Records are kept of these meetings and copies are made available to parents.

Thereafter, parents and students are invited to regularly review progress made, set additional targets and agree ongoing or changes to provision for the next term. This may form part of the meeting with the Students' tutor on Academic Tutoring Days or with the SENDco. At the end of the academic year, each student on the SEND Support Register is reviewed and if the student has begun to make progress or the attainment gap has closed, they may be removed from the register and continue to be monitored as a student with additional needs.

6. MONITORING STUDENTS ON THE SEND SUPPORT REGISTER

Once a student has been identified as SEND Support, the following methods are used to monitor their progress:

- A Support & Success Plan is used to record the strengths and interests of the student, what they enjoy about school, what they find challenging and what helps them to achieve. This is completed with contributions from the student, their parent(s) and staff. Strategies to help staff support the student to access the learning will be outlined. The information is shared with staff and is reviewed termly and updated as appropriate to reflect changes. All staff are able to contribute to Support and Success Plans, and it is the responsibility of the SENDco to collate the information and ensure that they reflect the students' current presenting needs and strategies for support;
- At termly progress meetings, individual targets will be set and reviewed, together with any personalised provision or interventions put in place to enable the student to achieve these targets;

- More frequently throughout the term smaller subject or skill specific targets are discussed with students, staff (and sometimes) parents and agreed next steps are noted;
- Subject teachers may also annotate their planning and class at a glance sheets to indicate where specific support or tailoring has been planned for in individual lessons as appropriate.

7. MOVING TO AN EDUCATION, HEALTH AND CARE PLAN (EHCP)

If students fail to make progress, in spite of high quality teaching and targeted interventions at SEND Support, the Academy will consider an application to Suffolk County Council for the student to be assessed for an EHCP. EHCP plans are designed to support the most complex cases of students with SEND. We would usually apply for an EHCP if:

- The students' attainment are so far below their peers and/or age-related expectations that we think it likely that the child may at some point benefit from a level of specialist adult support to access the curriculum or special school provision, and/or;
- The child or young person is Looked After and therefore additionally vulnerable, and/or;
- The child or young person has a disability which is lifelong and which means that they will always need support to learn effectively and manage independently as an adult.

Students who are making progress against their tailored targets in mainstream schools, albeit with additional strategies and support, are less often assessed for an EHCP. Having a diagnosis (e.g. of ASD, ADHD or dyslexia) does not automatically mean that a child needs an EHCP.

If the application for an EHCP is successful, a member of the Local Authority (LA) will call a meeting for parents, the student and the school together with any health, social care or external educational professionals who are involved with the family. The meeting will record the students' strengths, their dreams and aspirations as well as the barriers they face. Following the meeting, the LA will produce the EHCP which will record the decisions made at the meeting.

8. TEACHING AND LEARNING

We believe that all children and young people learn best with the rest of their peers in class. Our aim is for all students to be working independently, in class, to reach their potential. Students with SEND have the same entitlement to be taught by a subject teacher, as their peers. Teachers expect to spend time each day working with all children with SEND, individually or as part of a group. Additional adults within the classroom may also mean that the subject teacher is also enabled to work more closely with students with SEND.

We recognise that some students benefit from additional adult support within the classroom. When allocating additional adult support, our focus is on outcomes, not hours: within our resources, we aim to put in sufficient support to enable the child to reach their challenging targets, but without developing a learned dependence on an adult.

As a school, we have a range of targeted interventions available to support teaching staff in closing the attainment gap and enabling greater inclusion in students with SEND. When considering an intervention, we look first at the whole picture of a students' learning in order that we can select the intervention which is most appropriate.

Targets for students with SEND are set in line with the whole school target setting policy. Targets for students on the SEND register are individually amended based on personal progress throughout previous key stages. Interventions are implemented to support these students in meeting their targets.

- Interventions are usually planned in six week blocks (or half termly);
- At the end of each intervention, student progress towards their targets is assessed and reviewed;
- A decision is then made as to whether to continue the intervention, to swap to a new intervention, or to allow a period of consolidation in class;

9. ADAPTATIONS TO THE CURRICULUM AND TEACHING & LEARNING ENVIRONMENT

Adaptations to the environment for students with disabilities will be made, as appropriate, to accommodate children and young people with both physical and other sensory disabilities. We promote inclusion-friendly classrooms with the aim of teaching in a way that will support children with a variety of diagnosed and additional difficulties including dyslexia, dyspraxia, and ASD. We recognise achievement and expertise in all curricular areas and activities that form part of the wider life of the school. As part of normal class differentiation, curriculum content and ideas can be modified and made more accessible by using visual, tactile and concrete resources.

10. ACCESS TO EXTRA-CURRICULAR ACTIVITIES

All of our children have equal right of access to before school, lunchtime and after school clubs which develop engagement with the wider curriculum. Where appropriate, we strive to make necessary adjustments to meet the physical and learning needs of our children. Class trips are part of our curriculum and we aim for all students to benefit from them. No child is excluded from a trip because of learning, disability or medical needs.

11. STAFF EXPERTISE

All staff have access to advice, information, resources and training to enable them to teach and support all students effectively. We offer training and self-help opportunities through

access to school and Trust based continued professional development, intervention resources or guidance towards useful websites and external professional support.

If we identify information we can't access without the aid of additional, more specialist help, the school will consider commissioning additional expertise from the local authority. This includes access to Educational Psychologists and Advisory Teachers.

12. CHILDREN WITH SOCIAL, EMOTIONAL AND MENTAL HEALTH NEEDS

Behavioural difficulties that are unrelated to any other diagnosis or are a barrier to learning are not recognised as a special educational need in the 2015 Code of Practice. All behavioural issues are managed in accordance with the Expectations for Learning policy.

If parents and school are concerned that the child or young person may have mental health needs, we encourage parents in the first instance to ask their GP for a referral to CAMHS. If the child is felt to have long-term social, emotional or mental health needs, the school offers a range of social skills or therapeutic interventions. These are generally delivered by trained support staff who are able to develop positive and trusting relationships with students.

All negative or inappropriate behaviour is responded to consistently in line with our Expectations for Learning policy and reasonable adjustments are made to accommodate individual needs.

The school has a zero-tolerance approach to bullying, including towards students with SEND. We will actively investigate all allegations and, if there is cause, work with both the bully and the victim to improve their social skills.

13. TRANSITION ARRANGEMENTS

Transition into and within school

We understand how difficult it is for students and parents as they move into a new class or a new school and will do what we can, according to the individual needs of the child, to make transitions between settings as smooth as possible. This may include, for example:

- Additional familiarisation meetings for the parents and student with the new form tutor or subject teacher;
- Additional visits to the school environment;
- Opportunities to take photographs of key people and places for a transition booklet;

Transition to Secondary School

Transition interviews for Year 6 students are held, where possible, towards the end of Year 6. The secondary school SENDco is invited to EHCP Annual Reviews and other review meetings where appropriate. Additional transition arrangements may be made at these reviews e.g. extra visits, travel training etc.

14. ACCESS ARRANGEMENTS FOR EXAMINATIONS

The Joint Qualifications Council is the national body that sets the statutory regulations for schools to follow for the provision of additional support in examinations. Students can be assessed for a variety of arrangements including scribes, readers, enlarged paper, extra time and use of a laptop, dependent on the learning needs of the individual and how they normally work in the classroom. These arrangements are available for all examinations and controlled coursework from Key stage 3 through to Key stage 5.

Assessment for certain access arrangements (Reader, Scribe, Additional Time) require the completion of screening tests by a qualified assessor. A diagnosis of a specific condition (for example dyslexia) does not automatically qualify a student to receive additional examination support.

Students entitled to exam arrangements are then taught with their access arrangement in mind. The SENDco is responsible for ensuring these exam arrangements are in place where necessary and students who might need additional support are screened and assessed. The SENDco is also responsible for keeping informed of any statutory changes to JQC guidance and obligations for schools.

15. GOVERNORS

It is the statutory duty of the governors to ensure that the Academy follows its responsibilities to meet the needs of children and young people with SEND following the requirements of the Code of Practice 2015. The Governor with particular responsibility for SEND is: Janette Godfrey.

16. COMPLAINTS

The Academy works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting the needs of all students. All complaints are taken seriously and are heard through the school's complaints policy and Procedure.

17. SUFFOLK'S LOCAL OFFER

The purpose of the local offer is to enable parents, children and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25 across education, health and social care. Suffolk's Local Offer is available from the website

<https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/localoffer.page?localofferchannelnew=0>

18. EQUAL OPPORTUNITIES

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgmental attitude throughout the school.

19. GLOSSARY OF FREQUENTLY USED TERMS

NB: There is no fixed position on the use of the acronym SEN/SEND, however for purposes of consistency throughout our documentation SEND will be the predominant term used.

ADHD	Attention Deficit Hyperactivity Disorder
ASD	Autistic Spectrum Disorder
CAMHS	Child and Adolescent Mental Health Service
EHCP	Education Healthcare Plan
JQC	Joint Qualifications Authority
LA	Local Authority
SEN	Special Educational Needs
SEND	Special Educational Needs and Disabilities
SENDco	Special Educational Needs Coordinator
SIMS	School Information Management System