



CASTLEWOOD PRIMARY SCHOOL

SEND POLICY

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Introduction

At Castlewood Primary School we offer a safe, stimulating and inclusive learning environment, where every member of our school community is valued and respected.

Our broad and balanced creative curriculum provides opportunities for everyone to achieve and succeed. Castlewood's Learning Powers - Brain, Heart and Soul - overarch all that we do and support children to be 'World-Ready and to be the best they can be.

We celebrate our achievements, gifts and cultural diversity, irrespective of differences, within the protected categories of the Equality Act 2010.

At Castlewood Primary School, we believe in having high aspirations for all pupils, including those with SEND. We provide a focus on the outcomes for the children through individualised provision. We believe that all children are entitled to an education that enables them to make progress so that they can:

- Achieve their best
- Become confident individuals living fulfilling lives
- Make a successful transition onto the next phase of their education and ultimately into adulthood.

All teachers are teachers of children with Special Educational Needs and Disabilities (SEND).

Aims

- To ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND.
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement.
- To ensure that all pupils are educated about difference and disability through a comprehensive Personal, Social, Health and Relationships Curriculum (PSHE/E4S).
- To foster and expect an acceptance of every child for their individuality and to celebrate differences.
- To foster positive relationships with parents and carers.
- To ensure a high level of staff expertise to meet pupil need, through well-targeted, continuing professional development.
- To identify needs and provide timely and appropriate outcomes focused support for pupils who have special educational needs and/or additional needs.
- To work within the guidance provided in the Special Educational Needs and Disabilities Code of Practice 2014
- To operate a "whole pupil, whole school" approach to the leadership, management and provision of support for special educational needs pupils.

Identifying Special Educational Needs

The Code of Practice details 4 broad areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and Physical

At Castlewood Primary School we identify the needs of pupils by considering the needs of the whole child with reference to these areas detailed above. Class teachers work closely with the SENDCo and other relevant members of staff to accurately identify a child's needs and how best to support them.

We also take into account other factors that, whilst not being SEND, may impact upon progress and attainment and which may include:

- Disability (following guidelines of the Equality Act 2010)
- Attendance and punctuality
- Health and welfare
- English as an additional language
- Being in receipt of Pupil Premium funding
- Being a Looked After, Previously Looked After or adopted pupil.
- Being a child of a serviceman or servicewoman

Any concerns relating to a child's behaviour will be seen as an underlying response to a need that we will work to recognise and identify clearly in order to provide the most appropriate support, whilst also ensuring the safety of all members of the school community.

Providing appropriate support and meeting children's needs

As the Code of Practice states, pupils are identified as having SEND if they do not make adequate progress despite receiving Quality First Teaching, including in-school intervention, over time.

Teachers are responsible and accountable for the progress and development of all the pupils in their class, including where pupils access support from a wider range of staff and/or outside agencies.

High quality teaching, adapted for individual pupils, is the first step in responding to pupils who have, or may have, SEND.

At Castlewood Primary School, we regularly and carefully review the quality of teaching for all pupils, including those at risk of underachieving. This includes reviewing and, where necessary, improving teachers' understanding and use of strategies to identify and support all pupils in their class.

In deciding whether to make additional provision, we consider all of the information gathered from within the school and family, alongside any other information.

For pupils with a higher level of need, we have access to a wide range of more specialised advice and guidance from external agencies and professionals.

When a child is identified as having SEND, their name is added to the school's SEND Register following discussion with, and agreement from, parents/carers. A Personal Profile is written collaboratively by the class teacher, parents and the child and a Termly Support Plan (TSP) is produced, with outcomes focused targets, and shared with the child and parents. The Personal Profile is reviewed annually at the end of the Summer term and TSPs are reviewed termly. At each termly meeting between class teacher, parents/carers and child, progress is discussed and if the focussed additional support has enabled an increased rate of progress, it may be agreed that the child no longer requires SEND Support.

The wide range of support and resources we offer are managed depending on the needs of the current pupils in the school. Our school local offer (SEND SIR) can be viewed on the school website alongside links to West Sussex Local Offer.

Where necessary, we seek advice from a wide range of outside agencies including, but not exclusive to: NHS Speech and Language Therapy Service, Learning and Behaviour Advisory Team (LBAT), Educational Psychology Service, Sensory Support, NHS Occupational Therapy, NHS Physiotherapy Service, NHS Child and Adolescent Mental Health Service (CAMHS), the NHS Child Development Centre (CDC), Social Communication Team, the NHS School Nursing Team, the Asylum Support Team and others as deemed necessary. Parental permission is always sought prior to a referral to these services.

We are also able to seek advice from the Integrated Provision and Earliest Help Service (IPEH) who are able to provide guidance and support to the child's wider family and may help us a school to make links with Social Care and Health services.

Where a child's needs are cannot be fully met by the initial 'School Support' level of intervention and support, a request for a Statutory Assessment can be made, with a view to West Sussex County Council undertaking a full assessment then writing and issuing an Educational Health and Care Plan (EHCP) for the child. This process will usually only be started once the school has demonstrated that we have used our "best endeavours" over time to meet the child's needs from the current school resources and will be in consultation with parents.

We actively encourage and foster links between home and school and parents/carers are able to meet with class teachers, the SENDCo or the Headteacher by making an appointment via the office. Parents know their child best and their contributions are vital in supporting children to reach their potential.

For pupils joining us in Reception, careful transition is planned for those with identified SEND in collaboration with parents, pre-schools and outside agencies as necessary. When pupils leave us to move to secondary school at the end of Year 6, we liaise with these schools to help to ensure a smooth transition is achieved for all pupils. Transition arrangements are made each year when pupils move into new year groups and all pupils are well prepared during the summer term.

Further information

More information can be found on the West Sussex Local Offer website:

<https://westsussex.local-offer.org>

West Sussex SEND Information, Advice and Support Service are also available to provide further guidance: <https://westsussexsendias.org/>

Please also see Castlewood Primary School's 'SEN School Information Report' on our website.

Our admission arrangements can be found on our school website and in our school prospectus.