

## **Special Educational Needs and Disability (SEND) Policy**

### **Status: Statutory**

### **Rationale**

The Castle School is a Community Special School for pupils with Learning Difficulties and Disabilities. All pupils who attend The Castle School have either Education, Health and Care (EHC) plans or statements of special educational needs. All our pupils have the right to a broad and balanced curriculum that is relevant and differentiated, and which demonstrates progression and coherence. We recognise that the majority of our pupils have complex needs. As such, the school is concerned to identify and support all pupils who experience difficulties and, subject to the overall constraints of the school budget, provide such children with the level of resources necessary to meet their curricular needs.

### **Aims and objectives**

To ensure that all pupils receive their entitlement to a broad, balanced, relevant and differentiated curriculum.

To identify and analyse the nature of each pupil's complex needs in order to provide appropriate support and guidance.

To put the learner at the centre of teaching and learning.

To promote continuity of learning for all pupils.

To inform planning for teaching and learning.

### **Arrangements**

The governing body, in co-operation with the Headteacher, has a legal responsibility for determining the policy and provision for pupils with SEN. It maintains a general overview.

The Headteacher has overall responsibility for ensuring that appropriate provision is made for all pupils at The Castle School

The Leadership Team will work together to ensure pupils' needs are identified and that appropriate support is in place.

The Leadership Team are responsible for ensuring that pupils receive the support necessary to successfully access the curriculum.

In all cases, class teachers will be responsible for the teaching and learning of pupils and ensure that work is appropriately planned and differentiated. All staff should ensure that they follow the school's procedures for identifying, assessing and making provision to meet those needs.

### **SEN Policy**

Staff will receive appropriate training in order to support our pupils' needs.

Where appropriate, pupils may be withdrawn for special individual and/or small group tuition. This may include Speech and Language Therapy, Occupational Therapy and Physiotherapy.

The school will endeavour to work in genuine partnership with parents in relation to pupils including regular contact through home-school books, regular meetings, parents' evenings, annual reviews and other events.

Appropriate records will be maintained by the office.

### **Annual reviews**

All pupils will be entitled to an annual review of their education, health and care (EHC) plan or statement of special educational needs.

In year 9 the annual review will be a transition review at which their personalised plan will be started. This transition plan meeting will involve appropriate professionals to support the transition. Appropriate professionals who are working with the pupil will be invited including social worker where appropriate.

Reviews will be chaired by a member of the Leadership Team. The school will make every attempt to invite all people involved to the meeting. Pupils will attend the meeting when it is deemed appropriate and will be beneficial for the pupil. However, it may be agreed that this may not be appropriate for some of our pupils.

Reviews will continue annually until such time as the pupils leaves the school.

The Castle School take transitions very seriously and work hard to ensure that parents and pupils are well informed about options at each transition.

### **Facilities and resources**

The Castle School has a wide range of facilities, resources and equipment to meet the needs of the pupils. This includes the following:

- Small class groups
- High staff ratio
- Highly trained and skilled staff
- Appropriate augmentative and alternative communication aids
- Appropriate computer and ICT facilities
- Hydrotherapy pool
- Flat and level site for ease of access
- Outdoor play equipment to meet the needs of all our pupils
- Access to highly trained professionals including speech and language therapy, physiotherapy, occupational therapy, school nurses and health consultants.
- Links to outside support teams including Disabled Children's Team, Child and Adolescent Mental Health team, social services, educational welfare services, Castlegate and Bailey Thomas respite centres and youth offending team
- Links with voluntary sector organisations such as MENCAP and Riding for the Disabled Association (RDA)

### **Equal Opportunities**

The school will endeavour to provide all pupils with a broad and balanced curriculum that is relevant and differentiated, and which demonstrates progression and coherence.

### **SEN Policy**

Work of an appropriate level will be made available to all pupils, without prejudice, whatever their difficulty, age, ability, gender, sexual orientation or ethnic origin.

### **Recording and reporting**

The school will maintain comprehensive, individual records. Reports on pupil progress and attainment will be based on assessment records and prepared and written in accordance with school policy.

### **Complaints**

Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the problem with their child's class teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher's comments, should ask to speak to the Deputy Headteacher or Headteacher. For a problem that might need time to be explored fully, parents/carers should make an appointment rather than rushing the discussion before or after school.

In the event of a formal complaint parents are advised to contact the Headteacher, or a governor if they prefer. The LA Parent Partnership Service is available to offer advice.

### **Rights Respecting Schools**

This policy adheres to the principles of the United Nations Convention of the Rights of the Child (UNCRC) specifically articles: 1, 2, 3, 6, 12, 13, 14, 15, 16, 19, 23, 24, 28, 29, 30, 31 and 42

**Last review: January 2018**

**Next review: January 2019**