

SEND POLICY



Haberdashers'
Castle House School

A2 SEN policy		
Actions	Date / details	By whom
Date originally published	March 2019	IS
Amendments	Aug 2025 – Checked / Updated	IS
Adopted by Governors	Sept 2025	Governors
Review Date	July 2026 or before as required	

SEN Policy

The SEN policy is a working document and as such will have ongoing reviews as we change procedure and practice within our school.

The objective of this SEN policy is to provide information for parents, governors, teachers and support staff about Castle House School's philosophy and practice in relation to special educational needs. Independent schools are not required to comply with the Special Educational Needs Code of Practice 2001, issued by DfE, other than in the matters of placement and providing suitably for pupils with statements. However, it is good practice for schools to (i) provide individual education plans (IEPs) for any pupils with significant learning difficulties or disabilities, and (ii) ensure that their admissions, discipline and other procedures (for example, arrangements for school trips or examinations) take account of pupils' needs.

This policy describes the way we meet the needs of children who experience barriers to learning, which may relate to; learning, sensory or physical impairment, communication and interaction, social, emotional and mental health difficulties.

At Castle House, we endeavour to make every effort to achieve maximum inclusion of all pupils, whilst meeting pupils' individual needs. We have high expectations of all our children and want them to feel that they are a valued part of our school community.

Children may have Special Educational Needs either throughout or at any time during their school career. This policy ensures that Individual Education Plans, curriculum planning and assessment for children with special educational needs, takes account of the type and extent of the difficulty experienced by the child.

This policy offers guidelines on the key processes of identification, monitoring and review in line with the graduated response outlined in the code of practice.

The policy refers to the Foundation Key Stage, Key Stage 1 and Key Stage 2.

Other related documents

- Inclusion Policy
- School Offer – Whole School Individual Education Plan
- Disability Equality Scheme
- Health and Safety Policy
- Behaviour for Learning Policy
- Equal Opportunities Policy
- Teaching and Learning Policies
- Admissions Policy
- School Development Plan

CONTENTS

1. Definitions of Special Educational Needs (SEN)

2. The Equality Act 2010

3. Principles
4. Aims and Objectives of the Policy.
5. Admissions
6. Partnership with parents
7. Pupil participation
8. Management of SEN within the school
9. Identification and assessment
10. Record keeping
11. Curriculum entitlement
12. External agencies
13. Professional development for staff
14. Specific facilities and Access
15. Specialisms
16. Resources
17. Transition Arrangements
18. Evaluation procedures
19. Success criteria
20. Procedures for concerns

1. Definitions of Special Educational Needs (SEN)

A child or young person has SEN 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:

- (a) have a significantly greater difficulty in learning than the majority of others of the same age;
or
- (b) have a disability which prevents or hinders them 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.

2. The Equality Act 2010

Everyone covered by the SEN Code has duties in relation to disabled children and young people under the Equality Act 2010. At Castle House we will not discriminate and we will make reasonable adjustments for disabled children and young people.

The definition of disability in the Equality Act includes children with long term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Children and young people may therefore be covered by both SEN and disability legislation.

3. Principles

Our Special Educational Needs policy is based on the following principles:

- All teachers are teachers of children with special educational needs and have a responsibility to meet those needs with the advice and support of the school co-ordinator and external professionals as appropriate.
- Partnership with parents is built in order to establish positive outcomes for the child.
- To provide an ethos in school which enables the views of the parents and child to be listened to and considered, when planning and reviewing support.
- All children are entitled to a broad, balanced and relevant curriculum which includes the national curriculum. This right extends to every child whether or not they have an identified special need.
- Needs will be identified at an early stage and progress monitored using the SEN code of practice. Children with SEN will be fully integrated into the life of the school, enabling them to maximise their potential as learners and to contribute to the social and cultural activities of the school.
- We will address the needs of children using the four main areas outlined in the Code of Practice (2014) these are:
 - Communication and interaction
 - Cognition and learning
 - Social, emotional and mental health difficulties.
 - Sensory and or physical
- There is an awareness that these needs will be inter-related. The needs of children will be identified at the earliest opportunity, and every effort will be made to maximise potential for learning.

4. Aims and Objectives of the Policy

The aims of SEN policy and practice in this school are:

- To reach high levels of achievement for all

- To be an inclusive school
- To show commitment to early identification of pupils with Special Educational Needs and Disabilities and ensure their needs are met
- To meet individual needs through a wide range of provision and teaching strategies
- To attain high levels of satisfaction and participation from pupils, parent and carers
- To share a common vision and understanding with all stakeholders
- To give transparent resourcing to SEN
- To work towards in partnership with other agencies and schools
- To achieve a level of staff expertise to meet pupil need

We demonstrate our commitment to these aims by:

- Creating varied and challenging teaching and learning opportunities
- Being reflective about and consistently developing our practise
- Maintaining a stimulating learning environment
- Assessing, monitoring and guiding learners
- Making the best use of resources
- Ensuring positive working relationships with parents

5. Admissions

- Provision for children with SEN is a matter for the school as a whole. At Castle House we are committed to offering an inclusive curriculum to ensure the best possible progress of all our pupils, whatever their needs or abilities. We welcome all children to our school and endeavour to ensure that appropriate provision is made to cater for their needs.
- In line with the SEN and Disability Act we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision.

6. Partnership with parents

At Castle House, we endeavour to work closely with parents in the support of those children with Special Educational Needs. We encourage an active partnership through an ongoing dialogue with parents. We do so by:

- Informing them as soon as possible when there is a concern about their child. Effective communications and sensitivity to both the needs of the parent as well as the child are fundamental to the ethos of the school with regard to Special Educational Needs.
- Informing parents about any intervention programmes involving their children before they commence. All parents will be offered the chance to come into school and discuss the programme and how we feel it will meet their child's needs.
- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing.
- Focusing on the child's strengths as well as areas of additional need.
- Keeping parents and carers informed and giving support during assessment and any related decision-making process about SEN provision.
- Working effectively with all other agencies supporting children and their parents.
- Involving parents and carers in agreeing and reviewing the targets and the intervention strategies on Individual Education Plans.
- Respecting the differing needs of parents/ carers such as a disability or communication and linguistic barriers.
- Making parents and carers aware of the Parent Partnership services.

7. Pupil participation

We recognise that all pupils have the right to be involved in making decisions and exercising choice. All pupils are involved in setting targets, monitoring and reviewing their progress. We encourage the pupils to:

- state their views about their education and learning.
- identify their own needs and learn about learning.
- share in individual target setting across the curriculum.
- self-review their progress and set new targets

8. Management of SEN

Within the school the head teacher and governors are responsible for the managements of SEN provision. Responsibility for the day to day implementation of the policy is delegated to the SENCO.

The role of the SENCO

The SENCO, (Special Educational Needs Co-ordinator) for our school is Mrs Liz Jones.

In response to the principles of Remodelling the Workforce the SENCO focuses on the leadership role for SEN in the school. The management of SEN is supported by the whole school.

The SENCO is responsible for;

- Overseeing the day to day operation of the SEN policy
- Co-ordinating provision for children with SEN
- Ensuring there is liaison with parents and other professionals in respect of children with SEN
- Managing Learning Support Specialists
- Advising and supporting other practitioners in the school
- Contributing to the CPD of the staff
- Ensuring that appropriate Individual Education Plans are in place, that relevant background information about children with SEN is collected, recorded and updated.
- Liaising with external agencies including; LA, LSAT, BST, Speech and Language, Physiotherapy and Educational Psychology Services, health and social services, voluntary bodies and other schools.
- A list of children with Special Educational Needs at different stages of the assessment process is reviewed termly by the co-ordinator.

The SENCO is responsible for reporting to the head and the governor with responsibility for SEN on the day-day management of SEN policy. The name of the governor with responsibility for SEN is Mr David Aldred.

The role of the Governing Body

The governing body acting through the Headteacher and school staff, will:

- Ensure that provision is made for pupils who have SEN
- Ensure that the needs of pupils with SEN are known to all who are likely to teach them.
- Ensure that teachers are aware of the importance of identifying, and providing for, those children with SEN.

- Consult the LA and the governing bodies of other schools, when necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole.
- Ensure inclusion of SEN pupils.
- Report to parents on the implementation of the schools policy for pupils with SEN.
- Have regard to the Code of Practice when carrying out its duties to pupils with SEN.

The quality of SEN provision is continually monitored, evaluated and reviewed. A report on the implementation of the SEN policy is issued annually

SEN provision is an integral part of the School Development Plan.

The role of the Class Teacher

All staff in school have a responsibility for pupils with SEN. All teachers are teachers of pupils with special educational needs. Staff are aware of their responsibilities towards pupils with SEN. A positive and sensitive attitude is shown toward those pupils. Teachers have high expectations of all pupils.

The class teacher is responsible for:

- Following the SEN policy and school's procedures
- Identifying any child who may have a special need and liaise with the SENCO.
- Inform parents of the concerns and ask for support at home
- Ensure that the child receives extra support within the classroom and differentiated work where necessary
- Monitor the child's progress
- Writing Pupil Progress Plans, if one is needed, using advice from outside agencies where available, with support from the SENCO and in consultation with parents and the child.
- Review Individual Education Plans each half term.
- Implementing agreed provision
- Informing parents/carers of targets and interventions.
- Contribute to assessments and documentation if required
- Read statements and any agency reports of SEN for any child in their class and act on recommendations within the statement/ report.

The role of Learning Support Specialists

Learning Support Specialists play a major role in the support of pupils with SEN. The rationale for the deployment of Learning Support Specialists is based on the identification of need and expertise.

The role of the Learning Support Specialist is:

- To work under the direction of the class teacher to support children with special needs within the class.
- To read reports and advice made available.
- To have knowledge of class and individual Individual Education Plans.
- To share knowledge and expertise with class teachers to enable each child to reach their full potential.
- To work with outside agencies to support the provision made for the children.

9. Identification and assessment

We will address the needs of children using the four main areas outlined in the Code of Practice (2014) these are:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties.
- Sensory and or physical

There is an awareness that these needs will be inter-related.

The benefits of early identification are widely recognised; identifying need at the earliest point and then providing good interventions, improves long-term outcomes for the child or young person. Our aim is early intervention and every effort will be made to maximise potential for learning.

The school adopts a graduated approach to meeting special educational needs in line with the Code of Practice.

Children who make slower progress will be given carefully differentiated learning opportunities to help them make accelerated progress with regular and frequent careful monitoring of their progress, involving the parents/carers and children working in a partnership with the school.

All children will receive a broad and balanced curriculum, relevant to the needs of the individual. At Castle House we:

- Set suitable learning challenges
- Respond to pupils diverse learning needs
- Show commitment to overcoming potential barriers to learning and assessment for individuals and groups of pupils.

The SENCO works closely with the school assessment co-ordinator, using whole school data, as an early identification indicator. School data is also used to monitor and evaluate the progress of pupils identified as having SEN. We use a number of additional indicators of special educational needs:

- Analysis of data including Foundation Stage Profile, SATs , reading ages, termly pupil assessments, individual point scores, average point scores and progress tracking grids.
- Use of criterion referenced checklists relating to phonics and high frequency words and reading tests.
- Following up parental concerns
- Tracking individual pupil progress over time
- Liaison with feeder schools on transfer
- Information from previous schools
- Information from other services

The identification and assessment of the SEN of children whose first language is not English, requires particular care. We look carefully at all aspects of a child's performance in different areas of learning and development to establish whether lack of progress is due to limitations in their command of English or if it arises from a SEN or both. We liaise with appropriated professionals to support with assessments.

If a child is not making expected progress despite high-quality teaching the class teacher will consult with the SENCO and parents to decide if different / additional provision is necessary and is flagged up as a concern. Interventions and an Individual Education Plan will then be established.

These begin with an initial concern following a review of progress made in relation to base-line information, classroom assessments and observations of strengths and difficulties. Discussions with parents/carers may also raise concerns.

SEN SUPPORT

If progress is still not being made, the child will be identified as requiring SEN support where additional resources within the school are used to meet the needs of the child.

SEN support may be triggered if the pupil:

- Has made no or little progress over a realistic time span.
- Shows signs of difficulty in literacy and or numeracy skills resulting in poor attainment.
- Makes progress that is not in line with ability as indicated by good levels of understanding.
- Presents persistent social, emotional and mental health difficulties which have not been overcome by the usual management techniques within the classroom.
- Has sensory or physical problems which continue or begin to affect progress despite the provision of specialist equipment.
- Has communication and or interaction difficulties which continue or begin to affect progress despite the provision of a differentiated curriculum.

The SENCO will be involved in discussion and or assessment to advise on an Individual Education Plan. The class teacher will be responsible for delivering and monitoring appropriate interventions, including the timetabling of additional provisions. An Individual Education Plan will be written by the class teacher, in consultation with the pupil, parents/carers, and SENCO.

The Individual Education Plan will detail:

- Attainment data
- Identified areas of need
- Intervention, success criteria and teaching strategies
- When the intervention will take place and by whom

The Individual Education Plan will be reviewed every half term and the impact of interventions will be recorded. Pupils and parents, where possible, will be involved in the process.

If there is evidence that the child is making insufficient progress despite sufficient support and intervention, we may seek further advice and support from outside professionals. Pupils and parents will be kept involved and informed about involvement of external agencies. The child's Individual Education Plan will incorporate advice from external professionals, such as Learning Support Advisory Teacher (LSAT), Speech and Language Therapist or Occupational Therapist.

Education, Health and Care Assessment and Plans.

If the child continues to make no, or very limited progress after the advice has been implemented the school will discuss with parents a request for an Education, Health and Care need assessment in order for the Local Authority to consider whether it is necessary for it to make provision in accordance with an Education, Health and Care plan (EHC plan).

The purpose of the EHC plan is to make special educational provision to meet the special educational needs of the child to secure the best possible outcomes for them across education and health and social care and as they get older, prepare them for adulthood. The outcomes outlined in the plan and the provision specified will enable the school to develop the Individual Education Plan further.

For pupils who have an EHC plan as well as the review of a Pupil Progress Plan, their progress and support will be reviewed annually, and a report provided to the Local Authority.

10. Record keeping

Staff who work with identified children keep day to day records and planning of provisions. Progress of children can be tracked through these records and will provide evidence of support and progress.

The SENCO ensures that all appropriate records are kept and available when needed. These are always available for parents/carers to see and can be a source of invaluable information for teachers on other classes/ the next school/ further educational establishments.

All class teachers have access to the Pupil Progress Plans on the shared drive and access to other SEN documents via Scholar Pack.

Should any paperwork be requested containing personal information of any pupil (current or former), then the information will be passed over in person and a document release form will be signed relinquishing Castle House of any GDPR responsibilities once the hand-off is completed. This form is available via the main office.

11. Curriculum entitlement

Teachers have high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment. Teachers use appropriate assessment to set targets, which are deliberately ambitious. Lessons are planned to address potential areas of difficulty and to ensure barriers to every pupil achieving are reduced

All children are entitled to a broad, balanced and relevant curriculum. The curriculum is adapted or made accessible for pupils with SEN.

In order to meet the learning needs of all pupils, teachers differentiate work. They work to meet individual learning needs and to mark work effectively. Where pupils are identified as having special educational needs, the school provides for these additional needs in a variety of ways. The provision for pupils is related specifically to their needs. An Individual Education Plan records a graduated response to individuals.

The School Offer lists the possible interventions against the areas of needs (Appendix B). The range of provision includes:

- in class support for small groups
- small group or 1-1 withdrawal
- individual class support / individual withdrawal
- differentiation of resources
- Specialised resources – sloping boards, coloured overlays.
- Nurture support

For pupils with EHC plans provision will meet the recommendations of the plan.

12. External agencies

We believe that effective action on behalf of children with SEN depends upon close co-operation between the school and other professionals. Multi-disciplinary/ interagency co-operation is in place to ensure provision meets the needs of the children with SEN. We link with other schools, special schools, voluntary organisations, health and social service departments, and the LA. We work on a regular basis with the following:

Educational Psychologist

LSAT – Learning Support Advisory Teacher

SALT – Speech and Language Therapists

HIS – Hearing Impaired Service

VIS – Visual Impaired Service

BSS – Behaviour Support Service

EWO - Education Welfare Officer

Physiotherapist

OT – Occupational Therapist

School Nurse

CAMHS - Child and Adolescent Mental Health Services

The SENCO will maintain links with other SENCOs through the SENCO network and Complex Needs meetings.

13. Professional development for staff

As a school, we recognise that we are responsible for deciding what external support to seek and for setting their own priorities for the continuous professional development of their staff. We recognise that where there is a good level of knowledge across all staff of different types of SEN and suitable teaching approaches and interventions, pupils are most successful. The SENCO plays an important role in advising and contributing to the professional development of other teachers and staff.

- Special Educational Needs is a core element of the appraisal of all staff.
- A continuing professional development plan for all staff and the SENCO is identified in the School Development Plan.
- There are regular staff meetings where SEN issues are discussed. These are related to specific concerns relevant to the needs identified or to ensure that staff keep up to date with information and legislation.
- There are weekly SEN meetings between the SENCO and Learning Support Specialists to discuss progress, pass along necessary information and ensure that their time is spent maximising their impact within classes, group work and interventions.
- The SENCO attends relevant training and disseminates the details to all the staff as is appropriate so individuals can access training that is necessary for their professional development.
- There is an induction procedure for NQTs and new staff into the school's policy and procedures for SEN.
- Expertise will be developed at different levels dependent on need: awareness, enhanced and specialist

14. Specific facilities and Access

- The whole of the school building is accessible by wheelchair.
- There is access to all playground areas.
- We have a fully equipped disabled toilet.
- There is a designated disabled parking space on the quieter front car park.

15. Specialisms

- Across our teaching and support staff there is a considerable range of experience and expertise in helping children with physical and sensory difficulties,

communication difficulties, Dyspraxia, Attention Deficit and Hyperactivity Disorder (ADHD) and Autistic Spectrum Disorders (ASD).

- The school has considerable experience in supporting children with a variety of complex needs.
- There is a range of additional materials, which are available for use by teachers and support staff.

16. Resources

- A proportion of the school budget is allocated for resources, which include identified materials for use to support children who need additional or different activities.
- The provision of additional support is made as appropriate from the delegated SEN budget or from the main delegated school budget.
- Resources to support children with SEN that link with priorities stated in the school's development plan, have priority
- On-going development of resources, including of books / equipment / materials available for children with SEN. Various technological aids are available for use when necessary.
- Advice on appropriate resources for groups of children and individuals is sought from other professionals.

17. Transition Arrangements

Pupils with additional needs who join the school either at the beginning of the year or during the academic year will be supported, as appropriate, so that a successful transition is achieved. The school works together with the Local Authority where a child is starting our school with a statement of Educational Needs to ensure that they are appropriately supported in conjunction with parents.

Year 6 children are supported in their transition from Primary to their chosen secondary school. Where appropriate, pupils are given additional support to ensure a smooth and successful transition.

The SENCO maintains a record of pupils identified through the procedures listed. The aim is for a smooth transition between classes, key stages and schools for all pupils and ensure that records are maintained and transferred efficiently. Face to face transition meetings with receiving staff are held to pass on information.

Liaison between staff and in depth records contribute to the future planning for the benefit of the pupil.

Should any paperwork be requested containing personal information of any pupil (current or former), then the information will be passed over in person and a document release form will be signed relinquishing Castle House of any GDPR responsibilities once the hand-off is completed. This form is available via the main office.

18. Evaluation procedures

- The Governing body, will on an annual basis, consider and report on the effectiveness of the work and if any amendments to the SEN policy need to be made.
- The broad principles and objectives set out in the policy lay the foundation for the criteria by which we evaluate the success of our policy.
- There is continual review of the effectiveness of the policy. This includes the numbers of children identified and their progress, the levels of parental/carers involvement, materials and equipment used, resource allocation, liaison with other educational

establishments, details of the staff's continual professional development and our priorities for the year.

- The SENCO and subject co-ordinators monitor classroom practice/analyse pupil tracking data and test results and identify value added data for pupils with SEN.
- SEN is always part of our school self-evaluation programme and is a priority in the School Development Plan.

19. Success criteria

- The SENCO monitors the movement of children within the SEN system in school. The SENCO provides staff and governors with regular summaries of the impact of the policy on the practice.
- The SENCO and Headteacher hold regular meetings to review the work of school in this area.
- The SENCO and the named governor with responsibility for SEN also hold regular meetings.
- The governing body reviews this policy within its policy review cycle

The policy and SEN provision will be successful if:

- Children's needs are identified early
- Children make good progress once their need is identified
- Children achieve or exceed their targets
- Children feel that they are receiving appropriate support
- Parents feel that children are receiving appropriate support
- Everyone is implementing the policy and procedures successfully
- The school is satisfied that the provision it is making is appropriate
- There is appropriate movement through the stages of assessment including removal from the SEN assessment procedures.
- We have a school of confident, well-integrated children regardless of any difficulty that child may have.

This policy will be reviewed in the event of future occurring legislation or guidance on good practise.

20. Procedures for concerns

- We endeavour to do our best for all children but if there are any concerns we encourage those concerned to approach the class teacher in the first instance, the SENCO, the head teacher or the SEN Governor and a response will be made as soon as possible.
- Teachers will pass along any concerns using the SEN Concern form and the SENCO will endeavour to make an initial assessment and take steps to begin to address the issue within 4 weeks.
- Parents/carers are informed about the Parent Partnership Service so that they can obtain support, advice and information if they wish.
- When children leave Castle House School, records of all children are sent to the receiving educational establishment for their attention. The SENCO endeavours to discuss with receiving staff any children identified as needing additional or different provision to enable continuity of support.