



Castlecroft Primary School

Special Educational Needs and disabilities (SEND) policy

Reviewed Summer term 2026



Castlecroft Primary School

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1. Aims and objectives:

Our special educational needs and disabilities (SEND) policy aims:

- ✓ To ensure that our school fully implements national legislation and guidance regarding pupils with SEND.
- ✓ To meet the diverse needs of our children with SEND to ensure that they achieve to their fullest potential.
- ✓ To be a fully inclusive school, respectful and tolerant of children's different needs and celebrating our differences.
- ✓ To ensure that children understand their own needs and how to overcome the barriers these needs might impose on them not just academically but also emotionally and socially.
- ✓ To support and make provision for pupils with special educational needs and disabilities.
- ✓ To ensure a high level of staff expertise through carefully targeted continuing professional development
- ✓ to work in co-operation and productive partnerships with the Local Education Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners
- ✓ To provide pupils with SEND access to all aspects of school life so that they can engage in the activities of the school alongside pupils who do not have SEND
- ✓ To help pupils with SEND fulfil their aspirations and achieve their best
- ✓ To Help pupils with SEND become confident individuals living fulfilling lives
- ✓ To ensure that pupils with SEND make a successful transition into secondary school and are "Secondary ready".
- ✓ To make sure that there is open communication between staff, pupils and parents/carers to involve them in discussions and decisions about support and provision for the pupil
- ✓ To make sure that the SEND policy is understood and implemented consistently by all staff
- ✓ To have rigorous systems of monitoring to ensure continued high quality first teaching and learning is in place

2. Vision and values:

Our vision is not only to create an inclusive and supportive environment where every child, including those with special educational needs, can thrive, reach their full potential, and feel a true sense of belonging but also to nurture an environment which fosters acceptance and tolerance of people's differences- an environment where our children learn to understand and accept special needs in themselves and others and to genuinely celebrate difference.

Our school values which underpin this vision include the values of:

Inclusion: Making sure everyone feels welcome, supported, and able to take part.

Resilience: Helping children stay strong and positive when things get hard.

High Aspirations: Encouraging big dreams and the belief that all learners can achieve great things.

Integrity: Doing what is right, being honest, and taking responsibility.

Independence: Ensuring that everyone develops independent living and life skills and continuously thrive to reduce dependency in our children

Castlecroft will provide all pupils with access to a broad and balanced curriculum and provide the adaptations necessary for them to be able to access it. We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of pupils, no matter how varied.

3. Legislation and guidance:

This policy complies with the statutory requirements laid out in the SEND Code of Practice and has been written with reference to the following statutory guidance and legislation:

- Part 3 of the Children and Families Act 2014 which sets out school's responsibilities for pupils with SEND,
- The Special Educational Needs and Disability Regulations 2014 which sets out local authorities' and schools' responsibilities for education, health and care plans (EHCP'S)
- Section 20 of the Equality Act 2010 which sets out schools' duty to make reasonable adjustments for pupils with disabilities,
- Keeping Children Safe in Education and Working together to improve school attendance.



- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The governance guide for maintained schools/academy trusts which sets out governors'/trustees' responsibilities for pupils with SEND
- The School Admissions Code, which sets out the school's obligation to admit all pupils whose education, health and care plan (EHCP) names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

4. Inclusion and equal opportunities:

At Castlecroft we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life. All children at Castlecroft—including pupils who spend time in our Internal Resource Provision have access to their mainstream teacher and their mainstream classroom and peers.

5. Definitions:

5.1 Special educational needs

A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.



5.2 Disability

Pupils are considered to have a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

5.3 The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREAS OF NEED:

Communication and interaction: Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or not understand or use the social rules of communication.

- Pupils who are on the autism spectrum often have needs that fall in this category.

Cognition and learning : Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:

- Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia
- Moderate learning difficulties
- Severe learning difficulties
- Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment

Social, emotional and mental health: These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:

- Mental health difficulties such as anxiety, depression or an eating disorder



- Attention deficit hyperactivity disorder -this can be inattentive type, hyperactive type or combined type
- attachment disorder
- Suffered adverse childhood experiences

These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.

Sensory and/or physical: Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.

Pupils may have:

- A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment
- A physical impairment

These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

6. Roles and responsibilities

6.1 The SENCO

The SENCO at Castlecroft-Mrs Birbeck-Simpson took retirement in Summer 26 and our new SENDCo Mrs M.Hall will take up post in September 26.

They will:

- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Work with the headteacher/senior leadership team and SEN governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively



- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to make sure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents/carers are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

6.2 The governing board/board of trustees

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Inform parents/carers when the school is making special educational provision for their child



- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents/carers on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in an SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND

6.3 The SEND link governor

The SEND link governor is Ms Sarah Rhodes.

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

6.4 The headteacher

The headteacher will:

- Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress



- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

6.5 Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents/carers regularly to:
 - Set clear outcomes and review progress towards them
 - Discuss the activities and support that will help achieve the set outcomes
 - Identify the responsibilities of the parent, the pupil and the school
 - Listen to the parents'/carers' concerns and agree their aspirations for the pupil

6.6 Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings (either with the class teacher or with the SENDCO) to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress
- Be offered termly TAC meetings if school feel that this would be beneficial

The school will take into account the views of the parents or carers in any decisions made about the pupil.

6.7 The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

7. SEN information report

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains. The report also contains useful links to other SEND support.

8. Our approach to SEND support

8.1 Identifying pupils with SEND and assessing their needs



This table explains what support is available at each stage of our SEND offer at Castlecroft

Teacher Concerns	✓ Staff or parents raise concern about child's progress and/or attainment and/or behaviours ✓ School and parents share and discuss concerns ✓ A monitoring cycle of Assess, Plan, Do, Review will take place for a minimum of a half term ✓ During this period other possible causes will be ruled out such as recent family trauma, attendance issues etc ✓ School and parents will meet and discuss whether the child should be placed on School support or whether the reasonable adjustments at universal level (available to all) are enough
School Support	✓ Children will receive targeted support through Assess, Plan, Do Review cycles. These targets will be set by the teacher with support from the SENDCO and/or the SEND Lead TA ✓ Children at School support will receive targeted provision and intervention to support their learning needs ✓ Children will usually receive at least two cycles of APDR before referrals to specialists ✓ Some children will not require specialist support and will remain at targeted support ✓ In collaboration with parents the decision will be made to refer some children to specialist support-this could be therapy based such as a counsellor, Outreach, or the Specialist teacher for example. ✓ Once specialist reports are obtained this advice will inform future cycles of targeted APDR cycles Parents of children on school support will be invited to a termly parents meeting where they can discuss their child's SEND needs and will have opportunity to meet with the Teacher and/or SENDCO to review targets once a term,
EHENA	✓ For some children School support will not be sufficient to ensure that they make the best progress they are capable of. These children will often have complex special needs in more than one of the main areas of SEND. ✓ The school, in collaboration with parents will make the decision to start an EHENA-a Education and Health Needs assessment. This is an application to the local authority (Usually Wolverhampton unless the pupil lives in a different LA) for an EHCP. The local authority will then decide whether there is a need to assess for an EHCP and if an assessment is undertaken they will take advice from the specialists involved and make a decision about whether to issue an EHCP for the child. ✓ More guidance about EHCP applications can be found here: https://www.gov.uk/children-with-special-educational-needs/extra-SEN-help
EHCP	✓ An education, health and care (EHC) plan is for children and young people aged up to 25 who need more support than is available through special educational needs support. ✓ EHC plans identify educational, health and social needs and set out the additional provision that school will make to meet those needs. ✓ Parents of children with an EHCP will have a termly TAC meeting to discuss their child's targets with all relevant professionals/specialists. ✓ All parents of children with an EHCP will be invite to an annual review of their child's EHCP with the SENDCO and all professionals/specialists supporting their child.



We will assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make. Class teachers will regularly assess the progress of all pupils and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap

This may include progress in areas other than attainment; for example, wider development, regulation and emotional intelligence or social needs.

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need.

Parents are also welcome to raise concerns about need for their child and a Teacher/parent concern sheet will be completed.

Whilst school are monitoring children then they will be put on Assess Plan Do Review cycles (APDR). APDR cycles (There is a more detailed explanation in the next section of this policy):

- Set targets for the pupil to be monitored against
- Set out the extra provision and intervention that the school are going to do to help the child achieve those targets
- Review the progress at least termly to see how the pupil is responding to the support and adapting the provision if necessary or tweaking the targets
- Support staff in deciding if further advice is needed



Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist. School need at least two cycles of APDR before we are able to refer to specialists.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

Potential short-term causes of impact on behaviour or performance will be considered, such as attendance, bullying or bereavement. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.

When deciding whether the pupil needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents/carers. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If a pupil is joining the school, and:

• Their previous setting has already identified that they have SEN

• They are known to external agencies

• They have an education, health and care plan (EHCP)

then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

8.2 Consulting and involving pupils and parents/carers

The school will put the pupil and their parents/carers at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents/carers. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account any concerns the parents/carers have
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be recorded and sent to parents.



We will formally notify parents/carers if it is decided that a pupil will receive special educational provision.

8.3 The graduated approach to SEN support

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. Assess

The pupil's class teacher and the SENCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents/carers will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. Plan

In consultation with the parents/carers and the pupil, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on an APD|R sheet and will be made accessible to staff.

Parents/carers will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

3. Do

The pupil's class or subject teacher retains overall responsibility for their progress. Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. Review



The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents/carers and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents/carers.

8.4 Levels of support

School support level of SEND

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget. On the census these pupils will be marked with the code K.

Education, health and care (EHC) plan

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these pupils will be marked with the code E.

8.5 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Tracking pupils' progress, including by using provision maps
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Using pupil questionnaires
- Monitoring by the SENCO



Holding annual reviews for pupils with EHC plans
Getting feedback from the pupil and their parents/carers

9. Attendance

Many pupils with SEND face complex barriers to attendance. Their right to an education is the same as any other pupil and therefore the attendance ambition for these pupils is the same as it is for any other pupil. However, they may need additional support.

Our approach to supporting pupils who are absent from school due to their SEND is set out in our attendance policy.

Pupils whose attendance becomes a concern may be placed on the EBSNA pathway- this will mean that school and parents will meet regularly to identify ways that the school can support the pupil to attend. For more information on this please see the attendance policy.

10. Safeguarding:

We recognise that pupils with SEND can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers, and additional barriers can exist when recognising abuse, exploitation and neglect in this group. For more details of the pastoral support we offer pupils with SEND, and the support we provide to help pupils overcome any communication barriers they face, see our safeguarding/child protection policy.

11. Expertise and training of staff:

At Castlecroft we believe wholeheartedly in offering regular, high quality continuous professional development and training opportunities for our staff to ensure that they have the expertise to support and meet the needs of all children.

We use specialist training providers including: The LA, Outreach, The Educational Psychology service, The Specialist teacher and The Sensory inclusion Service to provide our training.

Training will regularly be provided to teaching and support staff. The headteacher and the SENCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.



12. Links with external professional agencies

The school recognises that it won't be able to meet all the needs of every pupil.

Whenever necessary, the school will work with external support services such as:

Adapt this list to reflect the professionals and organisations you collaborate with in your school

- Speech and language therapists
- Specialist teachers or support services
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services

13. Admission and accessibility arrangements

The arrangements for the admission of pupils with Special Needs or disabilities are the same as those applied to all pupils (unless the child has an EHCP). All admissions are managed by the local authority.

If you wish to view the school arrangements for this can be made by calling the school office on 01902 556606. Applications for a place at the school should be made to Wolverhampton authority.

13.1 Admissions for a child with an EHCP.

If a child has an EHCP then either the parents or the Local authority can make the decision to consult with Castlecroft primary school to see if we can meet the needs of the child. If school agrees that they can meet need -this decision will be based on the needs and provision outlined in the child's EHCP-then the authority will name Castlecroft in the EHCP and then make the necessary arrangements for the child to start school.

For children starting school with an EHCP the SENDCo will contact parents to arrange transition visits to get to know the child-this may include visiting them at home or in their current nursery/school setting. Discussion will be had about transition and a mutually agreed plan put in place. Things that will be considered will include whether the child will cope with full days or whether a plan should be put in place to slowly integrate the child into Castlecroft with a modified timetable whilst



they adjust. This is officially known as an SPLP-Specialised Personal Learning Plan. This is just one of the accommodations that school could make to ease the transition of the child into school and all decisions will be made with professionals and parents involved.

13.2 Accessibility arrangements

At Castlecroft we take accessibility seriously and therefore our offer will be adapted to the individual needs of the child however some examples of accommodations include:

- Increased staffing for playtimes and lunchtimes so that our children with SEND can play alongside their peers and learn essential socialisation skills

Visual Impairments (VI)

- We have a fully inclusive offer for our VI children who are taught alongside their peers in the mainstream.
- We have a Qualified Teacher of VI in school who oversees the support for children who attend the VI base
- We have a small team of VI Send TA's lead by our skilled and experienced VI Lead TA Mrs A. Dawson
- VI resources to ensure that our VI learners can access the curriculum including specialized technology, tactile learning resources, low-vision aids
- We are supported by the Wolverhampton Sensory Inclusion Service
- All staff are trained in VI

Hearing Impairments (HI) -(including auditory and spatial processing disorder)

- We are supported by the Wolverhampton Sensory Inclusion Service and children receive termly visits to complete and update their Deaf profiles
- Children have hearing loop systems connected to the children's hearing aids and microphones worn by the teachers
- Staff trained in and experienced with auditory and spatial processing disorder
- Classroom practices to ensure that children with hearing difficulties are seated correctly so that they can see the teacher clearly and can see which pupil in class is speaking

Physical needs

- We have a lift and slopes to allow children with physical difficulties to easily transfer between buildings



- All rooms and play areas are accessible
- We have purchased a portable ramp to ensure that children with physical difficulties can perform on stage alongside their able-bodied peers
- We take advice from specialist services such as the Occupational Therapist Service when purchasing specialist equipment for children
- We have strong links with special schools through our relationship with Outreach services and we borrow sports wheelchairs in the summer term to allow our wheelchair users to compete in sports events on sports day against other people and to be able to access our sponsored walk

Sensory needs:

- We offer the Cool kids programme to children who need a sensory circuit to help them regulate at the start of the day-this is a 12 week programme in the first instance
- We have two sensory rooms for sensory and movement breaks
- All classes incorporate movement breaks and breathing breaks into their day
- We have trained staff able to offer deep pressure massage to the children who need this for anxiety or regulation
- All classes have fidget tool box available to all children who need them (not just those on the SEN register)

Communication needs:

- All of our classrooms and playgrounds have Assisted Language Displays available for children who need them
- The Croft Internal Resource Provision run by Miss Peakman our SEND Lead TA

14. SEND Information and where to find it

On our school website in the section "Our School" you can find a tab for "SEND information." Within this section you will find:

- This SEND policy
 - The SEND information Report
 - The Accessibility Report
 - Links to the Wolverhampton Local offer
 - Links to SEND support groups including Wolverhampton IASS
- We also have a SEND Castlecroft Facebook page where we share local send events.

15. Complaints about SEND provision

We genuinely care about the offer we give to our children and do our best to make sure that our practice is excellent. We know from parents and pupils that we do well in supporting our children with SEND however, we are not infallible and at times things can go wrong. We will always do our utmost to solve issues quickly and informally and it is crucial to us that we have good working relationships with our parents and families. We have an open door policy when it comes to talking to us.

Where parents/carers have concerns about our school's SEND provision, they should:

- first *raise their concerns informally with the Class teacher or SENDCo*. The contacted person will arrange a meeting to discuss the issue and put steps in place to reassure/inform parents as to why things have happened and will listen to parents point of view and take steps to improve the situation. If the staff member is unable to do so then they will escalate it to the Headteacher.
- If following this the parent is not satisfied *then they should contact the Headteacher*. The head will hold a meeting to listen to parents concerns and take steps to improve the situation.
- We will always try to resolve the complaint informally in the first instance. If this does not resolve their concerns, *parents are welcome to submit their complaint formally*.

Formal complaints about SEND provision in our school should be made to the Headteacher or the Chair of governors. They will be handled in line with the school's complaints policy (available on the school website).

- If the parent or carer is not satisfied with the school's response, they can escalate the complaint. To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice.

To find out about disagreement resolution and mediation services in our local area, please see the link on the website to the local offer.

16. Monitoring and evaluation arrangements

16.1 **Evaluating the effectiveness of the policy**

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our aims set out in this policy. We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND at the start of the autumn term, in APDR reviews, in TAC meetings, and in data meetings with SLT



- How early pupils are identified as having SEND
- Pupils' progress and attainment once they have been identified as having SEND
- Whether pupils with SEND feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents/carers
- Monitoring of work trawls to see if children with SEND are achieving well
- Data analysis for children with SEND and different SEND groups
- Monitoring of first quality teaching including appropriate reasonable adjustments for SEND children and our commitment to the Education Endowment Framework five a day principle -if parents are interested in finding out more about this then this link will help them to do so
[Five a day: supporting high-quality teaching for pupils with... | EEF](#)

16.2 Monitoring the policy

This policy will be reviewed by the SENDCo-currently Mrs Hall-every year. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the [full governing board curriculum committee].

17. Links

This policy links to the following documents:

The Wolverhampton Local offer *

SEND information report*

Accessibility plan*

Behaviour policy*

Equality Policy*

Supporting pupils with medical conditions policy*

Attendance policy*

Safeguarding / child protection policy *

Complaints policy*

- All available or linked on the school website