



Castleton C of E Primary School  
Back Street  
Castleton  
Hope Valley  
Derbyshire  
S33 8WE

Headteacher: Mrs Jayne Jackson

Castleton C of E Primary School

# **SEND & Additional Needs POLICY**

Document Name	<b>SEND and Additional Needs Policy</b>
Date Approved	<b>December 2025</b>
Review Date	<b>December 2026</b>

## 1. Introduction

Our Special Educational Needs Coordinator (SENCO) is the headteacher, Mrs Jackson, who can be contacted at the school on 01433 620630.

It is the role of the SENCO to ensure that the Castleton C of E Primary School Special Educational Needs policy works within the guidelines and inclusion policies of the Code of Practice (2014), Derbyshire Education Authority and other policies current within the school.

At Castleton C of E Primary School, we believe all children are entitled to the whole school curriculum and to the wide range of extracurricular activities which we offer. We believe that every teacher is a teacher of every child or young person including those with SEND.

We work very hard to build partnerships with parents and pupils when planning specific support for individuals. We aim to remove barriers to learning and participation and to ensure that all children have the opportunity to achieve their full potential in a warm, caring, supportive environment. We strive to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the curriculum, to respond to the four areas of need identified in the new Code of Practice (September 2014). These areas of need are: communication and interaction; cognition and learning; social, mental and emotional health and sensory or physical.

## 2. Our Vision

### Aims

We believe that each pupil has individual and unique needs. However, some pupils require more support than others. If these pupils are to achieve their full potential, we must recognise this and plan accordingly. We acknowledge that a significant proportion of pupils will have special educational needs at some time in their school career. Many of these pupils may require help throughout their time in school, whilst others may need a little extra support for a short period to help overcome more temporary needs.

Our over-all aim is to provide all pupils with strategies for dealing with their needs in a supportive environment, and to give them access to the full curriculum. Through this approach we endeavour to raise the aspirations of and expectations of all pupils with SEND.

### Objectives

- To identify and provide for pupils who have special educational needs and additional needs.
- To work within the guidance provide in the SEND Code of Practice, 2014.
- To operate an individualised approach to the management and provision of support for special educational needs.
- To provide a Special Educational Needs Co-ordinator (SENCO) who will work with the SEND Inclusion Policy.



- To provide support and advice for all staff working with pupils with special educational needs.
- To ensure early identification of special educational needs are identified through My Send Learning Programme (MSLP), pupil progress meetings, tracking and assessment.
- To promote individual confidence, positivity and to maintain a happy, caring ethos in which children develop a passion for learning.
- To give pupils with SEND equal opportunities to take part in all aspects of the school's provision and to be included as members of the school community.
- Through our Social Moral Cultural and Spiritual provision, we will enable all members of the school community to develop caring, tolerant attitudes to each other within a Christian ethos.
- To provide a PSHE and Well-being curriculum to support all pupils, particularly regarding recovery from the effects of the restrictions during the pandemic.
- To work collaboratively with parents, other professionals and support services.
- To update and maintain the policy annually.

### **Equal Opportunities and Inclusion**

Through all subjects we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in this school we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society.

## **3. Identifying Special Educational Needs**

“A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.... Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision.”

Code of Practice 2014

The 2014 Code of Practice describes the 4 broad categories of need:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory/physical

Behaviour difficulties are no longer classed as a “special educational need” though behavioural difficulties may arise if a child who has other needs is frustrated or feels unsupported.

Provision for children with special educational needs is a matter for the whole school. The governing body, the school's head teacher, the SENCO and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities. **All teachers are teachers of children with special educational needs.**

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have difficulty with their school work. Our small cohorts are conducive to ensuring that the majority of pupils can succeed through 'quality first', class-based, teaching (Wave 1).

However, even in a classroom where personalised learning is effective, for some pupils this approach will not be sufficient. These pupils will benefit from additional small group (Wave 2) or one-to-one, highly personalised, interventions, (Wave 3 ) to enable them to make the progress needed to achieve their full potential.

**Access to Wave 2 and 3 interventions is not exclusive to pupils identified with SEND.**

"A child or young person should not be assumed to have special educational needs (SEN) just because they have fallen behind in their learning. Equally, it should not be assumed that a learner working at age-related expectations does not have a special educational need or learning difficulty. For any learner who does fall behind, appropriate provision and interventions should be put in place to reduce gaps in their learning." (Progression Guidance 2010-11)

We recognise that some children may be achieving below the expected level for their peers without having an identified special educational need. In these cases, children may be offered additional support, through small group or 1:1 intervention, in order to boost their skills level and confidence.

Additional information can be found regarding the Local Offer: <http://localoffer.derbyshire.gov.uk/>.

Children are considered to be SEND if they have an identified need in one or more of the following areas:

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

In addition, a child may be placed on the School Support register if, despite quality first teaching, differentiated approaches and interventions, they are still significantly behind expectations. For higher levels of need, we may access support from other agencies, such as the Educational Psychologist, SSEN service, Autism Outreach and Behaviour Support.

## Identification of Additional Needs at Castleton C of E Primary School

	Identification	Provision
<b>MONITORING AND INTERVENTION</b>	<ul style="list-style-type: none"> <li>• Children who have fallen behind with their learning and there is a gap between attainment and expected attainment for their peers.</li> <li>• Children who have not made expected progress and for whom the attainment gap is widening.</li> <li>• Children in Care.</li> <li>• Children with English as an additional language.</li> <li>• Children with behavioural difficulties</li> <li>• Children who are under the Multi Agency Team</li> <li>• Children who have poor attendance.</li> <li>• Children who are at risk of exclusion.</li> <li>• Pupil Premium children including Free School Meals.</li> <li>• Children with medical needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Child will be placed on the provision map to identify support.</li> <li>• Class teachers will ensure that work is differentiated to the level that the child needs within class when appropriate.</li> <li>• A wave 2 or 3 intervention may take place, e.g. Read/phonic 1:1 support, booster lessons, etc.</li> <li>• Meetings with parents will be planned as appropriate and may be more frequent than our usual once a term parents evening.</li> <li>• Quality first teaching and any additional provision. A record of the support will be kept as a support plan for review and for communication with parents.</li> </ul>
<b>SEND SCHOOL SUPPORT</b>	<p>Children who have been identified as having a specific need in one or more of the areas of:</p> <ul style="list-style-type: none"> <li>• Communication and interaction</li> <li>• Cognition and learning</li> <li>• Social, mental and emotional health</li> <li>• Sensory/physical</li> </ul>	<ul style="list-style-type: none"> <li>• Child will be placed on the provision map to identify support.</li> <li>• Class teachers will ensure that work is differentiated to the level of the child.</li> <li>• A wave 2 or 3 intervention may take place, e.g. Reading/phonic 1:1 support, booster lessons, etc.</li> <li>• Meetings with parents will be planned as appropriate and may be more frequent than our usual once a term parents evening.</li> <li>• Additional funding applications may be made through the Inclusion Panel.</li> <li>• Continuing support is identified through the 'plan, do review' cycle.</li> </ul>

<b>EHCP</b>	<ul style="list-style-type: none"> <li>• Children who have been identified as having a specific SEND and have received relevant and purposeful school-based action but continue not to make adequate progress over a prolonged period.</li> <li>• Children who have been recommended by external agencies, e.g. the Educational Psychologist.</li> </ul>	<ul style="list-style-type: none"> <li>• Child will be placed on the provision map to identify support.</li> <li>• Class teachers will ensure that work is differentiated to the level that the child needs within class.</li> <li>• A wave 2 or 3 intervention may take place, e.g. reading/phonic 1:1 support, booster lessons, etc.</li> <li>• An EHCP support plan will be in place.</li> <li>• Meetings with parents will be planned as appropriate and may be more frequent than our usual once a term parents evening.</li> <li>• The child may receive support from SSEN or other outside agencies.</li> </ul>
-------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

If a child with SEND has received relevant and purposeful school-based action but continues not to make adequate progress, or if they have been recommended by external agencies, e.g. the Educational Psychologist, we may apply for 'higher needs funding' in order to target barriers to learning.

This funding is allocated to the child on the basis of the outcomes discussed. In rare cases there may be a need for an Education Health and Care Plan (EHCP), schools can apply for a 'needs assessment'.

Children who currently have statements of special educational needs will have their statements transferred to EHCPs at transition to Key Stage 3.

#### **4. Role of the SENCO**

The Special Educational Needs Co-ordinator's [SENCO] responsibilities include:

- Overseeing the day to day operation of the school's SEND policy.
- Supporting and advising staff on SEND matters.
- Helping staff to identify pupils with special educational needs.
- Keeping the governing body informed about SEND issues.
- Liaising with parents of pupils with SEND, so that they are aware of the strategies that are being used and are involved as partners in the process.
- Keeping records for children with SEND and monitoring and evaluating the impact of intervention strategies.
- Managing TAs and organising timetables.
- Liaising with outside agencies such as the SEND Officers, the Educational Psychologist, Support Service for Special Educational Needs, Speech therapy, support services for children with physical,



hearing or visual impairments, physiotherapy and occupational therapy, the school medical team, the MAT Team, etc.

- Completing paperwork for children for whom we are requesting Education Health Care Plans/ Higher needs funding.
- Organising annual reviews of Educational Health Care Plans.
- Supporting class teachers in devising strategies, setting targets appropriate to the needs of the pupils and advising on appropriate resources and materials for use with pupils with special educational needs and on the effective use of materials and personnel in the classroom.
- Maintaining the school's SEND register and SEND records.
- Contributing to the in-service training of staff.
- Liaising with the SENCO at Hope Valley College (and other schools where necessary) to help provide a smooth transition from one school to the other with additional visits where necessary.

## 5. Monitoring Childrens Progress

Our pupil progress meetings will provide information about areas where a child is not progressing satisfactorily. We aim to identify any difficulties as early as possible to ensure intervention can be utilized for maximum effect in order to:

- Prevent the attainment gap between the child and his/her peers from widening.
- Close the attainment gap between the child and his peers.
- Better the child's previous rate of progress.
- Ensure access to the full curriculum.
- Demonstrate an improvement in self-help, social or personal skills.
- Demonstrates improvements in the child's behaviour.

In order to help children with special educational needs, we will adopt a **graduated response**. In the first instance, the school will record what interventions have taken place for the child at monitoring level. If a child is listed at SEND Support on the Additional Needs Register we will record the steps taken to meet the needs of individual children through the use of a 'My SEND Learning Programme'. If a referral for higher needs funding is required, this will be done after discussions with parents.

### Partnership with Parents

Partnership plays a key role in enabling children and young people with additional needs to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs.

We maintain strong home/school links and encourage parents to be partners in the education process. Parents are involved from the outset and encouraged to discuss any concerns with class teachers as they arise. Parents of children at SEND Support will have the opportunity to discuss their child's progress at appropriate times throughout the year.



Parents will receive accurate information when they meet with teachers, so that they have a full picture of their child's skills and abilities, at whatever level, as well as their child's behaviour at school. They are consulted before outside agencies are involved and are included as far as possible in strategies instigated. Parents have the right to access any records of their child's progress and are encouraged to contribute to these records.

Parents are welcome to visit the school or arrange meetings at other times to discuss any aspect of their child's progress with the class teacher or SENCO. We are happy to make arrangements, wherever possible, for interpreters to be present for parents with a first language other than English.

Derbyshire Information and Advice Service, (DIAS) provides a range of support for parents of pupils with SEND. This is a neutral service offering information, confidential advice and support to parents. They can help parents to express their views and share concerns, provide help with paperwork and attend meetings. They give advice and support to parents of pupils with SEND at any age or stage. Parent Partnership also gives information about mediation services. Some of their leaflets are available in school.

The school website contains the special educational needs information report including the arrangements made for children in our school with special educational needs. This can be found at: [www.castletonschool.co.uk](http://www.castletonschool.co.uk).

### **The Nature of Intervention**

The intervention provided will be specific to the needs identified and may change throughout the term or year depending on the monitoring process. Examples of the type of intervention are:

- Different learning materials or specialist equipment, e.g. Numicon
- Specific learning programmes
- Some group or individual support, which may involve small groups of children being withdrawn to work with a teacher or TA

### **The Use of Outside Agencies**

Outside agencies, such as the Educational Psychology Service may become involved if a child continues to make little or no progress despite considerable input and adaptations. They will use the child's records in order to establish which strategies have already been employed and which targets have previously been set. The external specialist may act in an advisory capacity or provide additional specialist assessment or be involved in working with the child directly.

Outside agencies may become involved if the child:

- Has a specific need for which specialist services are required, e.g. Support Service for Hearing Impairment.



- Continues to make little or no progress in specific areas over a long period.
- Continues working at National Curriculum levels substantially below that expected of children of a similar age.
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
- Mental health issues.

### **School Request for Assessment or Education Health and Care Plans (from September 2014)**

A request will be made by the school to the LEA if the child has demonstrated significant cause for concern. The LEA will be given information about the child's progress over time and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.

The evidence will include:

- Evidence of a graduated response within school.
- Use of any 'higher needs funding' received and evaluated.
- Previous individual education plans and targets for the pupil.
- Records of regular reviews and their outcomes.
- Records of the child's health and medical history where appropriate.
- National Curriculum attainment levels in literacy and numeracy.
- Education and other assessments, for example from an advisory specialist support teacher or educational psychologist.

### **Views of the Parents**

The parents of any child who is referred for statutory assessment will be kept fully informed of the progress of the referral. Children with an EHC plan will be reviewed each half term in addition to the statutory annual assessment. When this coincides with transfer to secondary school, the SENCO from the secondary school will be informed of the outcome of the review and invited to contribute.

### **SEND Learning Programmes**

Strategies employed to enable the child to progress will be recorded within a support plan which will reference the Code of Practise section 6.44 – 6.55 and will include information about:

- The short term targets set for the child
- The teaching strategies to be used
- The provision to be put in place (additional funding etc)
- How the targets will help the child in their learning
- How the child can be successful
- Evidence of 'plan, do, review

### **Access to the Curriculum**



All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement.

### **Allocation of Resources**

The head teacher informs the governing body of how the funding allocated to support special educational needs has been employed with reference to the Code of Practise section 6.44 – 6.55.

## **6. Role of the Government Body**

The governing body challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively. The SENCO reports to the governors at every governors meeting. The SENCO meets with the SEND Governor to keep them informed of the additional needs provision at school.

The Governing Body reviews this policy annually.

## **7. Monitoring and Review**

The SENCO monitors all children with SEND in school and provides staff and governors with regular summaries of the impact of the policy on the practice of the school. The SENCO and the class teacher hold regular meetings to review the progress of children on the additional needs register.

Signed by:

Chair of Governors

C McGuinness

Head Teacher

*J Jackson*

Date: 15/12/25

Date: 15/12/25



## **Links with other policies**

Inclusion Policy

Accessibility Plan

Behaviour Policy

Child protection Policy

Anti – Bullying Policy

Supporting Pupils with Medical Needs

