

CASTLE HILL CP SCHOOL



SPECIAL EDUCATIONAL NEEDS POLICY

Policy reviewed: September 2025
Policy to be reviewed: September 2025

SENCo: Roy Faulkner

Castle Hill Primary School
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Link Governor: Gill Evans

Policy ratified by Governors:
Policy shared with staff:
Policy shared with parents:

CONTENTS

1. Introduction
2. Objectives
3. Roles and Responsibilities
4. Categories of Special Educational Need
5. Castle Hill's graduated approach to SEN provision
6. SEN training and development
7. Use of agencies
8. Supporting pupils and families
9. Links with other schools, including arrangements when children change schools
10. Review procedures
11. Disputes procedure

1. Introduction

The aims of SEN provision are:

- To ensure that all pupils are able to reach their full academic potential
- To assist children in becoming effective and independent learners
- To ensure that all pupils have full access to the National Curriculum and Early Years Foundation Stage curriculum
- To ensure that progress is assessed and recorded appropriately

2. Objectives

- To ensure that every class teacher at Castle Hill is a teacher of every pupil in the class
- To ensure all children with a 'identified special need' have documented support in place
- To ensure that the planning and systems of recording interventions are regularly monitored, evaluated and remain effective
- To encourage parents of children with additional needs to play an active and valued role in their child's education
- To ensure that the child understands what their next steps are and what they need to do to build their independence
- To continue to work closely with support agencies, e.g. Educational Psychologist, Ladywood Outreach service, Behaviour Support, Speech and Language Therapists, Nurture Group, Cog and medical professionals including CAMHS
- To work to the guidelines of the Code of Practice (2014)
- To ensure that the school has provided a trained SENCo who will work with the SEN inclusion policy
- To provide support and advice for all staff

3. Roles and Responsibilities

The Governing Body

The governor responsible for SEN is Gill Evans. The Governing Body should, with the head teacher, decide the school's general policy and approach to meeting pupils' special educational needs for those with and without Education, Health and Care plans (EHCPs). They set up appropriate staffing and funding arrangements and oversee the school's work.

The SENCo will meet on an annual basis with the governor responsible for SEN to discuss and review the policy and any future developments.

The SENCo

The key responsibilities of the SENCo, Mr Roy Faulkner, regarding SEN include:

- Overseeing the day-to-day operation of the school's SEN policy
- Co-ordinating provision for children with special educational needs
- Liaising with and advising colleagues
- Overseeing the records of all children with special educational needs including the maintenance of the SEN register
- Contributing to the in-service training of staff
- Liaising with, and managing caseload meetings with external agencies, including the LA's support and educational psychology services, Ladywood Outreach and Behaviour Support Services.
- Monitoring and evaluating SEN provision and report findings to the Governing Body
- Acting as a link with parents
- Initiating and reviewing Early Help forms on a termly basis
- Requesting, gathering and reporting relevant information about a child linked to an EHCP request.
- Chairing Reviews and EHCP meetings

Designated staff

Designated PPG / LAC member of staff: Mr Roy Faulkner Assistant Headteacher

Designated Child Protection member of staff Lead: Mr Roy Faulkner Assistant Headteacher

4. Categories of Special Educational Need

Below are the categories of SEN as stated in the Code of Practice, 2014.

Social, Emotional & Mental (SEM)	Children may experience a wide range of social and emotional difficulties which manifest in a number of ways including becoming withdrawn and isolated, or displaying challenging, disruptive behaviours. These behaviours may reflect underlying mental health difficulties such as anxiety. Some children may have other disorders such as attention deficit disorder or attention deficit hyperactive disorder.
Sensory and/or Physical (S/P)	Some children may have a disability that prevents or hinders them from making use of the educational facilities provided. Children with a Visual Impairment, Hearing Impairment, Physical disability or a Multisensory Impairment will require specialist support.
Communication & Interaction (CI)	Children with a speech, language and communication need have difficulty communicating with others. This may be because they find it hard to say what they want to, understand what is being said or do not understand or use social rules of communication. Those with an Autistic Spectrum Disorder are likely to have particular difficulties with social communication.
Cognition & Learning (CL)	Support for learning may be required when children learn at a slower pace than their peers, even when appropriate differentiation is in place. Learning difficulties covers a wide range of need including: moderate learning difficulties; severe learning difficulties where children are likely to need support across the curriculum; profound and multiple learning difficulties where children are likely to have severe and complex difficulties and specific learning difficulties such as dyslexia and dyscalculia.

Taken from the 'Special Educational Needs and Disability Code of Practice: 0 to 25 years', DfE, 2014.

At Castle Hill, we recognise that there may be areas of need that may impact on a pupil's progress and attainment but not necessarily mean that they have a special educational need. These could be: -

Disability (reasonable adjustments may be needed – these alone do not constitute SEN)

Attendance and Punctuality

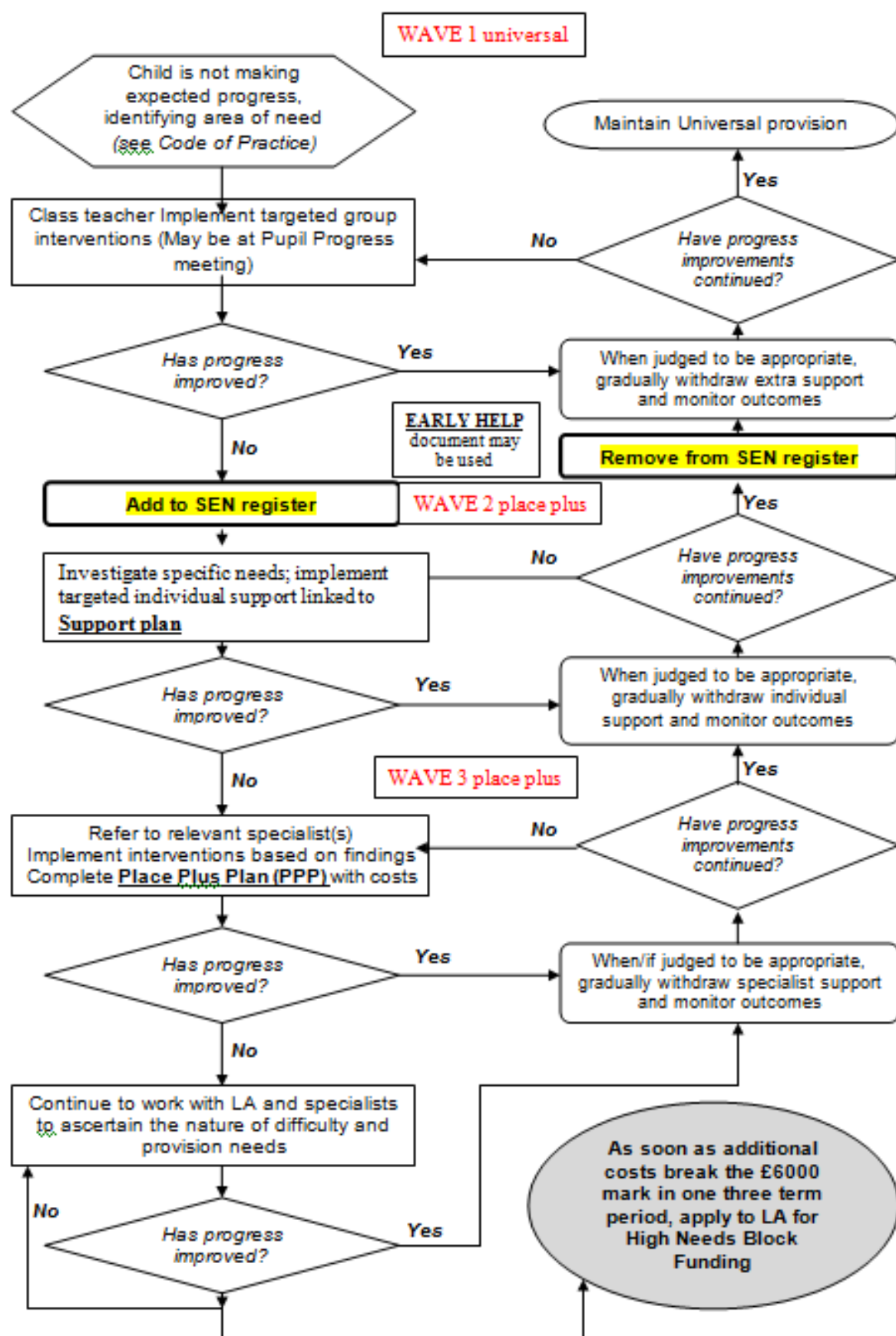
Health and Welfare

English as an Additional Language (EAL)

Being in receipt of PPG (Pupil Premium Grants)

Being a Looked After Child (LAC)

5. Castle Hill's graduated approach to SEN provision.



The SEN budget that school receives each year is currently managed to ensure funding is specific and effective in meeting the need, provision, progress and achievement of all SEN pupils.

Wave 1- Universal

This is the provision for all children at Castle Hill, whether they have an additional need or not (see wave 1 universal column on school offer at the back of this document)

Wave 2

A child who is receiving Wave 2 support could be a teacher's or other's concern, underpinned by evidence, about a pupil who, despite receiving differentiated opportunities:-

- Makes little or no progress even when teaching approaches are targeted particularly to an identified area of need
- Shows signs of difficulty in developing literacy or numeracy skills that result in poor attainment in some curriculum areas compared to their peers
- Presents persistent emotional and/or behavioural difficulties, which are not modified by the behaviour management techniques usually employed by the school
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment
- Has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum

If it is decided that a pupil will need further support to help them progress:

- Parents will be consulted
- SENCo will meet with class staff and put a support plan in place (Pupil Passport) identifying key strategies and timescales to review progress made
- Further assessment/collection of information will take place

Wave 3

A child who is receiving Wave 3 support could be a teacher's or other's concern, underpinned by evidence, about a pupil who, despite receiving support at Wave 2, continues to:-

- Make little or no progress in specific areas over a designated period
- Continues working at a level substantially below that expected of pupils of a similar age
- Has emotional or behavioural difficulties which substantially and regularly interfere with their own learning or that of the class, despite having an individualised behaviour management programme
- Has sensory or physical needs, and requires additional specialist equipment, or regular advice and visits by a specialist service, providing direct intervention to the pupil
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning

School may refer to outside specialists/consultants who will be able to advise on other appropriate targets for the pupil's personal intervention plan (Pupil Passport Wave 3) and accompanying strategies.

Wave 4 – Education, Health & Care plan

The majority of young children with SEN or disabilities will have their needs met within a differentiated mainstream setting; however some children may require an Education, Health and Care Plan (EHC) for further support. The purpose of this plan is to make special education provision to meet the needs of the young person to secure the best possible outcomes for them across education, health and social care, thus preparing them for adulthood. Through an assessment of education, health and care needs, the local authority will make the decision if a

pupil is to receive an EHC plan, the degree of the pupil's learning difficulty and the nature of the provision.

Pupils with an EHC plan receive support through the school graduated response (see School Provision map) in addition to the provision made by the LA.

6. SEN training and development.

It is the policy of the governors for **all staff** to have the opportunity to take part in regular SEN in-service training.

- In-service training is built into the staff development programme for the school and is in the context of the School Improvement Plan.
- Individual needs are identified in the professional reviews and through staff development meetings. These then feed into the whole school improvement plan and CPD framework.

Castle Hill school supports a Team teach principle approach therefore training will be continually updated (see Castle Hill Challenging Behaviour and Physical Intervention Policy)

7. Use of agencies.

The SENCo meets regularly with all outside agencies. They provide specialist advice for the school and individual personnel.

LA Support Services

WOODBIDGE SEND SUPPORT
EDUCATIONAL PSYCHOLOGY
BEHAVIOUR SUPPORT SERVICES
BOLTON PARENT CARER CONSORTIUM / NURTURE GROUP

NHS Support Services

LEARNING DISABILITIES TEAM
SPEECH & LANGUAGE THERAPY SERVICES
CAMHS
PAEDIATRIC PHYSIOTHERAPY SERVICE
PAEDIATRIC OCCUPATIONAL THERAPY SERVICE
SCHOOL NURSE
BOLTON SENSORY SUPPORT SERVICE

8. Supporting pupils and families.

The staff work hard to create a positive, welcoming climate for our parents, where they are actively encouraged to be involved. Parents' wishes, feelings and knowledge are taken into account at all stages. Parents are encouraged to celebrate their child's successes. Parents are informed when their child is identified as having a special need. They are invited to meet and discuss their child's progress with the class teacher. The SENCo supports staff on a regular basis via informal and formal meetings including data reviews and pupil progress meetings. Parents of children with EHCPs are also invited to an Annual Review. The SENCo is available to meet with parents each morning. Details of the SEN provision is made in the school prospectus.

9. Links with other schools, including arrangements when pupils change schools or leave school.

If a pupil on the register leaves to attend another school, copies of the appropriate documentation/records are forwarded to the new school. This includes:

- Records of support provided through Pupil Passports or Place Plus Plans
- Outcomes of review meetings
- Reports of progress
- Annual reports from the class teacher
- Reports from agencies working with school eg Ladywood, BBSS
- Standardised test results
- SAT and teacher assessment results
- Examples of work

Records of SEN children are kept from nursery onwards and follow the individual child through school. These are securely stored.

When transferring to secondary school, the following records are sent:

- Primary/secondary transfer sheets
- Year 6 reviews
- Pupil records including copies of any SEN or safeguarding information. The original documentation is stored securely in school.

10. Review procedures.

The progress made by all pupils on the SEN Register is reviewed every term at Pupil Progress meetings. These are attended by the Leadership team. Parents and relevant professionals are informed of this meeting and, where appropriate, new SMART targets are set for any new interventions deemed suitable.

Pupils with an EHCP also have an Annual Review following procedures set by the LA. Review documents are discussed with the Secondary School SENCo once a place has been allocated. For Year 6 pupils, their review will be held in the Autumn term.

11. Disputes Procedure

Comments from parents are encouraged throughout the school and any concerns will be dealt with immediately. Complaints concerning SEN should be directed to the SENCo. All complaints will be dealt with using the school's complaints procedure.

Castle Hill Primary School - Whole School Provision Mapping Summary 2025-26



	Wave 1	Wave 2	Wave 3	Wave 4	Wave 5	Wave 6	Wave 7
	EYFS - Targeted intervention through quality first teaching for lower attaining pupils - WELLCOMM programme Speech and language programme - Pencil grip target children - Key worker time personalised boosting for GLD - Toileting	Year 1 - Targeted intervention through quality first teaching for lower attaining pupils - Speech and language programmes - Independent work station when needed - Busy box when needed - IEP / IBP - Pupil Passport	Year 2 - Targeted intervention through quality first teaching for lower attaining pupils - Speech and language programmes - Independent work station when needed - Busy box when needed - Learning Mentor support - IEP / IBP - Pupil Passport	Year 3 - Targeted intervention through quality first teaching for lower attaining pupils - Phonic teaching groups - Speech and language programmes - Independent work station when needed - Learning mentor support - IEP / IBP - Pupil Passport - Now & Next processing tasks	Year 4 - Targeted intervention through quality first for lower attaining pupils - Phonic teaching groups - Speech and language programmes - Independent work station when needed - Busy box when needed - Learning mentor support - IEP / IBP - Pupil Passport - Now & Next processing tasks	Year 5 - Targeted intervention through quality first for underachievers ‘step up’ groups across reading, writing and maths - Phonic teaching groups - Speech and language programmes - Independent work station when needed - Busy box when needed - Learning mentor support - IEP / IBP - Pupil Passport - Now & Next processing tasks	Year 6 - Targeted intervention through quality first for underachievers ‘step up’ groups across reading, writing and maths - Test technique - Phonic teaching groups - Independent work station when needed - Learning mentor support - Social skills group - IEP / IBP - Pupil Passport - Now & Next processing tasks
	Wave 1 - Speech and Language support - SNUFF volunteer support 1:1 support	Wave 2 3 children with EHCPs - Independent work station when needed - Busy box when needed - Speech and Language support - Learning Mentor 1:1 support (when needed)	Wave 3 1 child with EHCP - Independent work station when needed - Busy box when needed - Speech and Language support - Learning Mentor 1:1 support when needed	Wave 4 1 child with EHCP - Independent work station when needed - Busy box essential for consolidation and overlearning - Speech and Language support	Wave 5 1 child with EHCP - Independent work station when needed - Busy box essential for consolidation and overlearning - Speech and Language support	Wave 6 1 child with EHCP - Toileting support for one child - Independent work station when needed - Busy box essential for consolidation and overlearning - Learning mentor support – 1:1 - Speech and Language support	Wave 7 1 child with EHCP - Independent work station when needed - Busy box essential for consolidation and overlearning - Learning mentor support – 1:1 - Speech and Language support
	OUTSIDE AGENCY SUPPORT - Woodbridge SEND service - Speech and Language advice and assessments - Educational Psychology advice and assessment - Behaviour Support advice and assessments - CAMHS advice - Confidential School Counsellor						