



CASTLE COURT
SCHOOL

Learning Development and SEND Policy

Reviewed: September 2025

Due for Review: September 2026

E Harmer (SENDCo)

LEARNING DEVELOPMENT AND SEND POLICY

This policy is implemented in conjunction with the following documentation and school policies:

The SEND Code of Practice 2015
Keeping Children Safe in Education 2021
Children and Families Act of 2014
The Equality Act 2010
Supporting Pupils at School with Medical Conditions 2015
Curriculum Statement for Parents
Behaviour, Discipline and Exclusion Policy
Admissions Policy
EAL (English as an Additional Language) Policy
The Early Years Foundation Stage (EYFS) statutory framework for children aged 0 to 5 years

1. AIMS AND VALUES

At Castle Court School our vision is for each pupil to receive an outstanding, all-round and innovative education in an inspiring and naturally beautiful learning environment. We aim to cultivate a love of learning which enables each child to grow and flourish in all areas of life within a loving, nurturing community rooted in Christian values. At various times throughout their school education children may need additional support in order to fulfil their potential.

This policy document is a statement of the practices and strategies we have agreed to ensure the effective and efficient provision for children with Special Educational Needs and Disabilities (SEND) at Castle Court School.

2. DEFINITION OF SPECIAL EDUCATIONAL NEEDS AND/OR DISABILITIES

In line with the SEND Code of Practice we identify pupils as having SEND if they do not make adequate or expected progress in line with their peers. "A child has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age."

(Code of Practice 2015 Chapter 6: 6.15)

The code of practice identifies SEND under four broad areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and / or Physical

A disability is described in law (the Equality Act 2010) as a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities.

A child identified as having SEND may fall into more than one of these categories.

3. ROLES AND RESPONSIBILITIES

SENDCo

Castle Court School will provide an appropriately qualified and experienced SENDCo to ensure that all the points in this policy are upheld. The SENDCo will coordinate provision for SEND pupils across the school; by working closely with the Head Teacher, SEND Governor class teachers and all support staff. The designated teacher responsible for coordinating SEND provision is currently **Mrs Emma Harmer**.

The key responsibilities of the SENDCo include:

- To ensure that learning support or SEND needs are known to all relevant staff
- To coordinate provision for pupils with SEND
- To advise staff on the graduated response to providing SEND support
- To monitor the Assess, Plan, Do, Review cycle
- To oversee the day-to-day operation of the school's SEND policy
- To liaise with parents of pupils with SEND
- To actively engage with outside agencies and the Local Authority where appropriate
- To work with the Head Teacher and school Governors to ensure that the school meets its responsibilities under the Equalities Act (2010) with regards to reasonable adjustments and access arrangements
- To ensure that the school keeps accurate records of all pupils with SEND
- To line manage Teaching Assistants and provide support and guidance for them
- To provide training, support and professional development for staff based on the needs of students.
- To ensure that teachers are responsible and accountable for the progress and development of the students they teach including those with identified SEND
- To develop a shared commitment to inclusion across the school

Assistant SENDCo

The Assistant SENDCo for Castle Court is **Mrs Lisa Phillips**.

The primary role of the Assistant SENDCo is to support the day-to-day operational work of the SENDCo. This includes, but is not limited to, the following:

- To assist the SENDCo in leading the provision for special educational needs within school, liaising with the Head as required
- To assist the SENDCo in the development and deployment of SEND resources to ensure that pupils with SEND have the necessary levels of support to achieve
- To support the SENDCo in managing the implementation of an inclusive curriculum
- To support teachers and teaching assistants in delivering quality first teaching and sustaining the engagement of pupils with SEND across the school leading to high quality outcomes

- To work with the SENDCo to develop, implement and monitor and review intervention groups and SEND support
- Under the direction of the SENDCo, to manage and maintain SEND admin systems.
- To assist the SENDCo with administrative tasks associated with SEND, including EHCP paperwork.
- As Assistant SENDCo, to teach individuals and groups as directed by the SENDCo and/or the Head

Teaching Staff

Teachers are responsible for the progress and development of the pupils in their class, including where pupils access support from Teaching Assistants or specialist staff.

Teachers are also accountable for identifying, assessing, and ensuring that provision is made for all the children in their classes through recording and monitoring progress. All teaching staff follow the schools' procedures to identify, assess, plan, do and review children with SEND. Teachers will work closely with all the teaching and support staff to ensure a consistent approach to children with Special Needs, ensuring that all necessary reasonable adjustments are made within their classrooms.

4. IDENTIFYING SPECIAL EDUCATIONAL NEEDS AND/OR DISABILITIES

All teachers are responsible and accountable for the progress and development of the children they teach.

We will assess pupils' current skills and attainment on entry, which will build on information from previous settings, where appropriate. In EYFS, there are two key points where observation, assessment and reporting take place:

- Progress check at age two
- Assessment at the end of the EYFS (the EYFS Profile)

The identification of SEND is built in the school's overall approach to monitoring the progress and development of all children. Teaching staff will make regular assessments of progress for all pupils and identify those whose progress:

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

Differentiated, high quality teaching is the first step in our response to pupils who have, or may have, SEND. Those not making sufficient progress with this level of support will be brought to the attention of the SENDCo.

5. THE GRADUATED RESPONSE TO SEND

Where a pupil is identified as having SEND, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEND support should take

the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review, and more specialist expertise in successive cycles in order to match interventions to the SEND of children and young people. (Code of Practice 2015 Chapter 6: 6.44)

At Castle Court School we follow the four key elements to the graduated approach – Assess, Plan, Do, Review.

ASSESS:

Triggers at this stage could be the teacher's or others' concern, underpinned by evidence, about a child, who despite receiving adapted learning opportunities makes little or no progress and despite teaching approaches having been targeted towards the child's identified area of weakness. It could also be as a result of testing and assessments that have taken place, e.g. Year3 dyslexia screeners

PLAN:

Appropriate Quality First teaching strategies are identified jointly between the teaching staff and SENDCo. Planned support offered at Castle Court School can take the form of Learning Development support such as group intervention sessions, additional resources or focused in-class support from a Teaching Assistant.

DO:

The planned strategies are consistently implemented, and pupil progress is monitored by teaching staff who feed back to the SENDCo.

REVIEW:

Progress is monitored and if the targets are not met and progress remains limited then either further intervention is implemented or further assessments/expertise is required either in-house or from outside agencies.

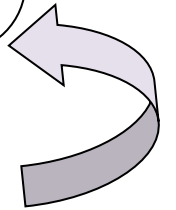
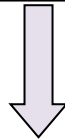
IDENTIFICATION AND SUPPORT FOR SEND AT CCS

Every child is different, and it is important that the individual child and their range of needs are looked at when planning their support. At Castle Court we have developed this into 4 graduated stages of provision:

Initial Concern raised

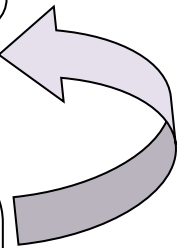
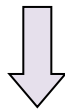
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- Is significantly slower than that of their peers starting from the same baseline
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Universal: Quality First Teaching

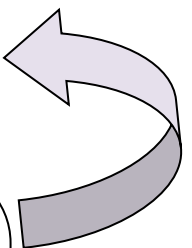
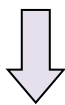
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Step 1: Monitoring

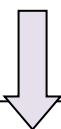
The school will meet with parents to discuss if additional provision is needed to be put in place to support the child.

The additional provision may involve additional classroom strategies, resources, assistive technology or group booster/intervention sessions. A course of individual learning support sessions may also be available, at an additional cost to parents. These will be reviewed by the teacher/SENDCo on a termly basis based on our Assess-Plan-Do-Review cycle. The child will be added to the SEND monitoring register.



Step 2: Targeted/External advice

If, despite significant extra support being provided and all best endeavours made by the school, the child continues to make limited progress, the SENDCo will meet with parents/carers to discuss external agency involvement and specific individualised support. This may involve an NHS Child Development Centre referral, Educational Psychology Assessment, a Specialist Assessor, Speech and Language Assessment or Occupational Therapist (at an additional cost if not NHS). The child may, in consultation with parents then be placed on the School's SEND register. We will create a Pupil Profile which outlines the individualised support the child requires in school. Parents and pupils will be involved in this process.



Step 4: Education and Health Care Plan

A small minority of pupils who have significant and/or complex needs may undergo an Education, Health and Care (EHC) needs assessment to establish their specific needs and the range of provision required to meet those needs. If the Local Authority decides that the issuing of an EHC plan is necessary, then the pupil's SEND and provision will be summarised in that plan. The school will support the specific requirements as outlined in the EHC plan.



Step 4: Parent Funded 1:1 Support

If, all reasonable adjustments are in place and the child's needs are significant/and or complex parents and the school may agree that 1:1 support is required in order to access the curriculum at Castle Court. This 1:1 support is funded by parents at an additional cost. The support is reviewed with parents, termly.

6. SEND PROVISION

Castle Court makes every effort to ensure that our teaching and learning is adapted sufficiently to meet the needs of our individual children and all reasonable adjustments are in place. This may include support through small groups, additional teaching materials and assistive technology and SEND support. This support will differ between pupil to pupil. In addition, a course of individual learning support sessions may be available to the pupil at an additional cost to parents. A referral to an Education Psychologist or other outside agency for a formal assessment may also be recommended.

7. STATUTORY ASSESSMENT FOR EHCP

A small minority of pupils who have significant, complex and long-term needs may undergo an Education, Health and Care (EHC) needs assessment to establish their specific needs and the range of provision required to meet those needs. This request can be made by school or parents. If the Local Authority decides that the issuing of an EHC plan is necessary, then the pupil's SEND and provision will be summarised in that plan. The school will support the specific requirements as outlined in the EHC plan. This will include devising a Learning Plan with targets reflecting the needs summarised in the EHC plan, suggestions of specific strategies, intervention programmes, modifications to the curriculum and/or extra support the child may need.

If a pupil receives an EHCP then this will be reviewed annually. A progress review will be held at the school and the pupil, their parents and any relevant professionals are invited to this. Annual Reviews at Castle Court School are person centred and focus on the pupils progress.

All arrangements for applying for an EHCP adhere to the Code of Practice, whether it is an application made by school or parents.

Further information can be found here:

- [Dorset Local Offer](#)
- [BCP Local Offer](#)

8. ADMISSIONS ARRANGEMENTS

Admission Arrangements Pupils are admitted to the school in accordance with guidelines laid down by Castle Court School admissions requirements (see Admissions Policy). The school will work with parents about adjustments that can reasonably be made during the admissions process and once the child starts at the school. A decision will then made as to whether the school has sufficient resource, provision and expertise to meet the needs of the child. If additional, specialised support is required from the point of admission then this will be explained from the outset and any likely additional costs detailed.

On application, parents are asked to give details of any known special educational needs or disabilities to the Registrar. They are also asked to provide the school with the latest school report, specialist assessment reports or an EHC Plan. If this information is not shared at the time of application, then the school have the right to withdraw the offer of a place.

9. STORING AND MANAGING INFORMATION

All data including data stored electronically is subject to data protection law.

All paper records will be held in line with school's policy/protocol on security of information.

10. SUPPORTING CHILDREN WITH MEDICAL CONDITIONS

Castle Court will work within the statutory guidance, Supporting Pupils at School with Medical Conditions – DfE April 2014. We will comply with the duties specified under the Equality Act 2010. We recognize that provisions related to disability must be treated favourably and that Castle Court School is expected to make reasonable adjustments in order to accommodate children who are disabled or have medical conditions.

11. TRANSITION ARRANGEMENTS

Castle Court School is committed to ensuring that parents/carers have confidence in the arrangements for children on entry to our school, in the year -to-year progression and at the point of exit and transition to the next school. Staff will discuss these arrangements with parents/carers and agree the information that should be passed to the next phase of education. Castle Court school has close links with surrounding schools and ensures that any additional transitional sessions are planned for identified children wherever possible. Within Castle Court School transitions are carefully planned with joint meetings in place between staff to discuss and pass over relevant information when required.

12. TRAINING AND RESOURCES

Training needs are identified through a process of analysis of need of both staff and children, as and when required. The SENDCo will provide information on specific needs for new staff and source external training where appropriate.

13. PARTNERSHIPS AND LIAISON

Castle Court School believes that close working partnerships with the parents of pupils with SEND is essential if the learning process is to be maximised. In keeping with the guidance contained in the Code of Practice 2015, the school aims to ensure that parents are fully involved and consulted over their child's progress and SEND provision. Parents are welcome to make appointments with the SENDCo during the school day.

14. MONITORING AND REVIEWING THE LEARNING DEVELOPMENT AND SEND POLICY

The policy will be monitored and reviewed on an annual basis.

15. COMPLAINTS

It is hoped that all situations of concern can be resolved quickly through discussion and early action. However, if a parent/guardian feels their concern has not been dealt with satisfactorily then a formal complaint can be made through the procedures set out in the Complaints Policy, a copy of which is available from the school's website.

Emma Harmer
SENDCo

September 2025

