



SEND Local Agreement

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1. Statement of Intent

This policy outlines the framework for Castle School to meet its duty, obligation and principal equality values to provide a high-quality education to all of its pupils, including pupils with SEND, and to do everything it can to meet the needs of pupils with SEND.

Castle School is part of Respect Collaboration Trust and values all pupils, celebrates diversity of experience, interest and achievement. All pupils need to experience praise, recognition and success, and pupils with SEND have equal entitlement to this.

Castle School is committed to never giving up on young people, our aim is to provide a nurturing environment in where children and young people feel welcome and understood, as schools we strive to ensure that all young people are successful and enthusiastic about life and learning. Through the work that the schools do, they believe in building tolerance and respect to all people.

Through successful implementation of this policy, the school aims to:

- Eliminate discrimination
- Promote equal opportunities
- Foster good relationships between pupils with SEND and pupils without SEND

Castle School will work with the Local Authority, or equivalent, within the following principles, to underpin this policy:

- The involvement of children, parents and young people in decision-making
- The identification of children and young people's needs
- Collaboration between education, health and social care services to provide support
- High quality provision to meet the needs of children and young people with SEND
- Greater choice and control for young people and parents over their support
- Successful preparation for adulthood, including independent living and employment

Under the Equality Act 2010, a disability is 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. For the purposes of this policy, a pupil is defined as having SEND if they have:

- A significantly greater difficulty in learning than most others of the same age.
- A disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age in mainstream settings.

- Special educational provision that is additional to or different from that made generally for other children or young people of the same age by mainstream settings

2. Roles and Responsibilities

The Trust Board holds overarching responsibility for ensuring robust systems are in place to fulfil its statutory duties in relation to SEND, as outlined in the SEND Code of Practice (2015). It is also accountable for the approval and oversight of the Trust's SEND policy.

The Deputy Headteacher (SENCO) has responsibility for the co-ordination and operational aspects of SEND within Castle School on a day to day basis.

The Director of SEND has responsibility to lead and develop co-ordination of SEND strategy across Respect Collaboration Trust, having a key purpose in the strategic development of each school, embedding policy and practice to support school leaders of SEND to ensure schools are fully compliant and uphold the vision and values of everyday working practice.

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3. Introduction

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (2015) and has been written with reference to the following guidance and documents:

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Children Act 1989
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Equality Act 2010
- The Equality Act 2010 (Disability) Regulations 2010

- Children and Families Act 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Special Educational Needs and Disability (Amendment) Regulations 2015
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015
- The UK General Data Protection Regulation (GDPR)
- Data Protection Act 2018
- Health and Care Act 2022

This policy has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2015) 'Supporting pupils at school with medical conditions'
- DfE (2023) 'Working Together to Safeguard Children 2023'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2021) 'School Admissions Code' The [School admissions code 2021](#) sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs
- DfE (2026) 'Keeping children safe in education 2026'
- Equality and Human Rights Commission (EHRC) (2015) 'Reasonable adjustments for disabled pupils'

4. SEND in the context of a health needs alternative provision

Castle School caters for secondary age pupils (KS3/4) as an Academy Alternative Provision Converter. All schools within the Trust provide education and support for young people with Social, Emotional and Mental Health difficulties (SEMH). The schools operate as an integrated provision. Pupils are placed based on their needs.

Respect Collaboration Trust is committed to never giving up on young people, our aim is to provide a nurturing environment in where children and young people feel welcome and understood, as schools we strive to ensure that all young people are successful and enthusiastic about life and learning. Through the work that the schools do, they believe in building tolerance and respect to all people.

Castle School admits many pupils with education, health and care plans (EHCPs) for social, emotional and mental health (SEMH) needs.

Derby City Council also commissions provision for pupils unable to attend mainstream school because of emotionally based school non-attendance (EBSNA), mental health needs or physical health needs.

Castle School also coordinates council-funded tuition for pupils spending extended periods on the Puffin and Dolphin wards at Royal Derby Hospital.

The aspirational curriculum offers full-time timetables where possible within a supportive ethos for pupils with significant mental health needs.

Curriculum pathways reflect each pupil's abilities, needs and potential qualifications: The Horizon and Aspire pathways are for most pupils, supporting progression towards suitable academic qualifications.

Horizon provides a holistic National Curriculum that closes gaps in learning and social-emotional development. It offers a safe, structured environment, consistent staffing and routines, high expectations, and a balanced level of support and challenge.

Aspire is for pupils who can learn with greater independence. Subject specialists teach the Key Stage 3 and 4 National Curriculum. Its purpose is to deliver a broad, challenging academic curriculum with appropriate support. Enabling pupils to gain GCSEs, Functional Skills and vocational awards suited to their aspirations and equip pupils for further education, apprenticeships or work.

RISE provides a small number of pupils who's complex SEMH, behavioural, safeguarding or acute mental health needs prevent safe access to mainstream or standard alternative provision. It offers a stable, therapeutic and closely supervised provision delivered 1:1 or in small groups.

Many pupils arrive at Castle School after prolonged isolation, poor attendance, bullying or discrimination. Castle School provides bespoke, nurturing support and may adapt timetables with families and professionals to aid transition.

Each pupil has a keyworker, and teaching groups usually have no more than 10 pupils. Dual-registered pupils are supported to return to their mainstream school where appropriate, although significant mental health needs may sometimes prevent reintegration.

Personal development and wellbeing are strengths of the school. From induction, pupils and families receive holistic support through keyworkers, regular home contact and liaison with external professionals.

In Key Stage 4, pupils explore post-16 pathways, apply to college, practise interviews and meet providers. Destinations are recorded, and pupils at risk of becoming NEET receive targeted support.

5. Aims

Castle School are required to identify and address the SEND of the pupils that they support. Respect Trust Collaboration value the abilities and achievements of all pupils and are committed to providing the best possible environment for learning. We endeavour to make every effort to achieve maximum inclusion whilst meeting individual needs.

We recognise the entitlement of all SEND pupils to an appropriate balanced, curriculum. Our SEND policy reinforces the need for fully inclusive teaching.

6. Management of SEND within Respect Collaboration Trust

The Trust Board holds overarching responsibility for ensuring robust systems are in place to fulfil its statutory duties in relation to SEND, as outlined in the SEND Code of Practice (2015). It is also accountable for the approval and oversight of the Trust's SEND policy.

The Director of SEND has responsibility to lead and develop co-ordination of SEND strategy across Respect Collaboration Trust, having a key purpose in the strategic development of each school, embedding policy and practice to support school leaders of SEND to ensure schools are fully compliant and uphold the vision and values of everyday working practice.

The Deputy Headteacher (SENDCo) within Castle School, who is required to be a qualified teacher, coordinates the school's approach to SEND provision, undertaking the duties as set out in Chapter 6 of the SEND Code of Practice in terms of:

- The day-to-day operations and coordinating professional advice, guidance and support to colleagues in that setting.
- Ensuring statutory processes are adhered to
- Effective communication with parents/carers and stakeholders
- Coordinating support for pupils with SEND
- Liaising with Trust and senior leaders about all aspects of SEND provision
- Coordination of high-quality specific SEND training and CPD for staff.

For effective SEND provision, all staff must be aware of:

- The procedures to be followed for referral to other professionals
- The need for early identification – not just of Primary Area of Need
- Appropriate assessment procedures
- The responsibility that all teachers have in making provision for SEND pupils through consideration of inclusion strategies
- The commitment required by teaching staff to follow procedures for reporting pupil progress
- The mechanisms that exist to allow staff access to information about SEND pupils
- The need to develop positive relationships with parents and pupils
- The need to include pupil voice
- The need to review progress
- The Special Educational Needs and Disability Code of Practice: 0 -25 years 2015 guidance when carrying out these responsibilities

7. Admissions

Castle School will ensure it meets its duties set under the 'School Admissions Code' by:

- Not refusing admission for a child that has named the school in their EHC plan.
- Consider referrals through the Health Needs Panel for children who have SEND but do not have an EHC plan.

8. Equalities

Respect Collaboration Trust and Castle School will not discriminate against any child or family, we believe that all young people should have the same opportunities where feasibly possible. 'We never give up!'

9. Internal School Processes

All process relating to; Admissions, Referral, Allocating Resources and School Provision can be found in Appendix 3.

10. Involving pupils, parents or carers in decision-making

We advocate that all young people and their parent or carers have the right to be involved in exercising choice and decision making.

Parents/carers of pupils with SEND are encouraged to share their knowledge of their child; the class teacher and SENCo will aim to give them the confidence that their views and contributions are valued and will be acted upon. Parents will always be formally notified when the school is making decisions about a pupil's SEND provision. Decision on whether the school will commission added provisions will be discussed thoroughly with the LA, parents/carers and, when appropriate, the pupil involved. Decisions about education will not unnecessarily disrupt a pupil's education or any health treatment underway. The planning that the school implements will help parents and pupils with SEND express their needs, wishes and goals, and will:

- Focus on the pupil as an individual, not allowing their SEND to become a label.
- Be easy for pupils and their parents/carers to understand by using clear, ordinary language and images, rather than professional jargon.
- Highlight the pupil's strengths and capabilities.
- Enable the pupil, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in the future.
- Tailor support to the needs of the individual.
- Organise assessments to minimise demands on families.
- Bring together relevant professionals to discuss and agree together the overall approach.

At Respect Collaboration Trust, key staff, will meet with pupils, and their parents/carers three times an academic year to set clear outcomes, review progress, discuss activities and support, and identify parental responsibilities

11. Links with other services

The schools within Respect Collaboration Trust have developed their own therapeutic provisions and staff can commission specialist therapeutic services offering drama and art therapy, which is supported by school health. Some of our young people with the most complex emotional needs find this provision extremely beneficial.

Castle School have specialist access to an Educational Psychology Service and the staff team work closely with Derby City health professionals to assist parents and carers when referrals are made.

The schools maintain effective working links with:

- Therapeutic services
- Specialist Teaching and Psychology Service STePS
- Speech and Language Therapy Service
- Other Children and Young People's Services
- Connexions
- Community Health Services
- Family Support, Enhanced Family Support and Safeguarding
- SENDIASS

Derby City Council's Local Offer webpage is a good source of support and information about local services and agencies available to families

www.derby.gov.uk/sendlocaloffer

The School's website also provides information on SEND and how the school supports students and parents [Castle School](#)

12. Complaints

We encourage all stakeholders to speak to an appropriate person in school before making a complaint. All complaints relating to SEND will be dealt through the Complaints Policy.

The school's website provides information on SEND and how Castle School support pupils and parents.

13. Evaluating the SEND Policy

The Board of Trustees will regularly monitor the progress of all pupils in terms of progress and attendance.

Pupil progress will provide evidence for the success of the SEND Policy and this will be analysed carefully through:

- Consideration of each pupil's success in meeting academic and social, emotional goals.
- Ongoing assessment by teachers
- Use of standardised tests
- Evidence generated from review meetings

14. Emergency / Early Reviews

- If there is concern about the progress of your child, you or the educational setting may request the review earlier than planned, outside the normal 12-month period. This is called an early annual review, sometimes referred to as 'emergency' review. A parent or carer can ask for an early EHC Plan review if: your child's education, health and, or social care needs have changed and the EHC plan no longer accurately describes them or the education, health or social care provision in the EHC plan is no longer meeting your child's needs.
- It is always useful to speak with the school contact about your concerns first before requesting an emergency review.
- A parent or carer can contact the SEND officer at the Derby City SEND team or contact the team directly on 01332 643616 email SENDadmin@derby.gov.uk

Appendix 1

Definitions of special education needs taken from section 20 of the Children and Families Act 2014.

A child has special educational needs if he or she has learning difficulties that call for special educational provision to be made.

A pupil has learning difficulties if he or she:

- Has a significantly greater difficulty in learning than the majority of children of the same age
- Has a disability which prevents or hinders the child from making use of educational facilities of a kind provided for students of the same age in other schools within the Local Authority

Special education provision means:

- Educational provision which is additional to, or different from, the educational provision made generally for children of the same age in maintained schools, (other than special schools) in the area

Children must not be regarded as having learning difficulties solely because their language, or form of the home language, is different from that in which they are taught. The Respect Collaboration Trust will have due regard for the Special Needs Code of Practice 2015 when carrying out our duties towards all pupils with special educational needs, and ensure that parents are notified when SEND provision is being made for their child.

Special educational needs could mean that a child has difficulties in:

- Communication and Interaction - in expressing themselves or understanding what others are saying
- Cognition and Learning - in acquiring basic skills in school
- Social, Emotional and Mental Health - making friends or relating to adults or behaving properly in school
- Sensory and/or Physical - such as hearing or visual impairment, which might affect them in school or medical or health condition which may slow down a child's progress and/or involves treatment that affects his or her education.

The school prioritises developing pupils' independence and life skills and preparing them for adulthood; this distinction is important.

Children make progress at different rates and have different ways they learn best.

Teachers take account of this when they plan teaching and learning activities. Children making slower progress or having particular difficulties in one area may be given extra help/support or different lessons to help them succeed.

Appendix 2

The School and its Stakeholders will be responsible for:

- Ensuring this policy is implemented fairly and consistently across the school.
- Ensuring the school meets its duties in relation to supporting pupils with SEND.
- Ensuring that there is a qualified teacher designated as SENCO.

Responsibility of the Headteacher

- Ensure the school holds ambitious expectations for all pupils with SEND.
- Establish and sustain culture and practices that enable pupils with SEND to access the curriculum and learn effectively.
- Liaise with the SEND team in the LA.

Responsibilities of the Governing Body

- Governors will monitor the SEND provision in Castle School by receiving a yearly report and data on the school's SEND activities and developments and on SEND student progress.
- Governors will have the opportunity to come in to school to monitor outcomes and activities.
- Governors will have the opportunity to attend training for SEND.
- An identified SEND governor will liaise directly with appropriate staff and have the opportunity to support and monitor SEND within the school closely.
- The SEND governor will provide a report to the governing body every term, reporting on progress in SEND and summarising key issues which governors need to be made aware of.
- Ensure that the school's Safeguarding Policy addresses additional safeguarding challenges that children with SEND may face

Responsibility of staff that lead SEND

- Ensure the Code of Practice: 0 to 25 years – 2015 is adhered to within the school
- Support designated staff to complete paperwork, manage reviews, support staff, pupils and parents
- Liaise with appropriate professionals to provide support and offer appropriate interventions for pupils
- Provide data on progress for SEND students within the school
- Support staff to identify needs and to provide a supportive package
- Monitor and review Individual education Plans, EHCPs and Annual reviews. The school will ensure that teachers monitor and review the pupil's progress during the year and conduct a formal review of the EHC plan at least annually.
- Report to the headteacher, Governors, SLT and other staff on SEND progress

- Support the development of appropriate training for staff across the school

Responsibilities of the Deputy Headteachers and other identified staff

- Manage all staff responsibilities for SEND within each school
- Ensuring all staff on the school site are aware of pupils needs
- Manage records on all pupils
- Complete SEND paperwork
- Manage of Annual Reviews and correspondence with outside agencies
- Manage the day to day delivery of SEN policy
- Manage staff completing and reviewing IEPs
- Liaison with other staff in the school who provide support and interventions
- Management of liaison with parents and professionals involved in individual pupils needs
- Liaison and reporting to the Director of SEND

Responsibilities of the DSL

- Liaising with the Headteacher to inform them of any issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations regarding pupils with SEND.
- Liaising with the relevant staff on matters of safety, safeguarding and welfare, including online and digital safety regarding pupils with SEND.
- Liaising with the SENCo where appropriate regarding safeguarding concerns for a pupil with SEND.
- Promoting supportive engagement with parents and/or carers in safeguarding and promote the welfare of pupils with SEND, including where families may be facing challenging circumstances.
- Working with the Headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that pupils with SEND are experiencing or have experienced, and identifying the impact that these issues might be having on pupil's attendance, engagement and achievements.
- Recognising the additional risks that pupils with SEND face online, e.g., from online bullying, grooming and radicalisation, and ensuring they have the capability to support pupils with SEND to stay safe online.

Responsibilities of Subject Leaders / teachers and other staff delivering to students

- Provide high quality teaching to all pupils
- Ensure that a wide variety of learning opportunities are provided through well planned lessons
- Be aware of SEND Code of Practice 2015

- Ensure all pupils have access to curriculum
- Ensure appropriate plans are in place e.g. Individual education plans (IEP) and where a student has a medical need, a risk assessment.
- Ensure pupil and parents/carers are considered and included in planning and the review process
- Complete necessary paperwork to support the Deputy Headteachers
- Ensure they have completed training provided by the school

Responsibilities of Teaching Assistants (TA)

Teaching Assistants play a key role in the support of students with SEND. They work closely with students, parents and carers. They play a vital role in identifying, supporting and reviewing students with SEND.

- Teaching Assistants need to be aware of all the pupils in their school and especially Key Worker group.
- Teaching Assistants need to liaise with teachers and Deputy Headteachers when completing IEPs.

Appendix 3

Admission Arrangements

No pupil will be refused admission to school on the basis of his or her special educational need (including challenging behaviour). In line with the Equality Act 2010 we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision. All pupils receiving all or part of their education in the school will have SEND Support and/or undergoing assessment for an Education Health and Care Plan or already have an Education Health and Care Plan (EHCP).

Referrals

Pupils come onto the school roll via two main routes. The majority arrive via the Derby and Derbyshire SEND consultation route. For some pupils who are unable to attend their mainstream school owing to health needs, a referral is submitted to the Health Needs Panel at Derby City Council. If a decision is made that a pupil needs alternative provision due to their health needs, then they are admitted and dual registered with their referring home school.

Transitions

The school is aware of the importance of planning and preparing for the transitions between phases of education and preparation for adult life. Pupils with EHCP plans, will be reviewed and amended in sufficient time prior to them moving between key phases of education. This allows for planning and where necessary, support and provision at the new setting.

Allocation of Resources

The Governing Body and Senior Leadership Team ensures that resources are allocated to support appropriate provision for all students, within budget constraints.

Identification of Needs

Early identification of pupil needs is a priority. Castle School will ascertain pupil progress through:

- Pupil records and previous information about educational history
- Evidence obtained by teacher observation and assessment
- Standardised screening or assessment tools
- Pupils have a variety of assessments on entry to the school via the Gateway.
- Where necessary specialised assessment will be used to identify specific needs – these will be to help identify a range of needs i.e. literacy, phonological processing, speech and communication difficulties, mental health needs etc.

Castle School Provision

On entry to the school, each pupils attainment will be assessed during the Gateway period. This will help to inform the school staff of each young person's aptitudes, abilities and attainments, and will be used to improve continuity in learning. This information will help school staff to identify appropriate resources and learning programmes. It will:

- Provide starting points for an appropriate curriculum
- Identify the need for support within the class or group
- Assess any learning difficulties
- Ensure on-going observations / assessments provide regular feedback on achievements / experiences, for planning next steps in learning also involving parents and carers in a joint home-school learning approach.

Appendix 4

The Code of Practice Graduated Response Targeted SEND Support and Support for Students with an Education Health and Care Plan EHCP

The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove any barriers to learning. The support provided consists of a four part process.

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the student grows. This cycle enables identification of those interventions which are most effective in supporting the student to achieve good levels of progress and outcomes.

Assess

This involves clearly analysing the pupil's need using staff's assessment and experience of working with the young person, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of the parents. Advice from external support services and staff will be sought if appropriate and with the agreement of the parents.

Plan

Planning will involve consultation between the teachers, TA's, SENCOs and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and/ or behaviour that is expected and a clear date for review. Parental/carers involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

Do

The class teacher and TA remain responsible for working with the student on a day to day basis. They will retain responsibility even where the interventions may involve group or one to one teaching away from the main class. Teachers will work closely with TA's to plan and assess the impact of support and interventions and ensure links with classroom teaching. The school SENCO will support with further assessment of the pupils strengths and weaknesses.

Review

Reviews of a pupil's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account the views of the student and their parents/carers. The teacher, in conjunction with the TA and Deputy Headteacher will revise the support outcomes and based upon the student's progress and development make any necessary amendments going forward, in consultation with parents/carers and young person.

Referral for an Education, Health and Care Plan (EHCP)

An Education, Health and Care Needs Assessment may be requested by school, parent, health or social care.

The application for an EHCP information from a variety of sources including:

- Parents/carers
- Teachers and TAs
- Deputy Headteacher, assuming the role of SENCo
- Social Care
- Health Professionals

Information will be gathered relating to the current provision provided, action that has been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people co-ordinated by Derby City Council (including professionals from education, health and social care) about whether or not the child is eligible for an EHCP. Parents/carers have the right to appeal against a decision made by the Education, Health, Care Panel.

Further information about EHCPs can be found via the Derby City Website:

<http://www.derby.gov.uk/education-and-learning/special-educational-needsassessment/>

Education, Health and Care Plans (EHCP)

- Following statutory assessment, an EHCP may be provided by Derby City Council, if it is decided the pupil's needs are not being met by the support that is ordinarily available. The school and the pupil's parents/carers will be involved in developing and producing the plan. Parents/carers have the right to appeal against a decision not to issue an EHCP.
- Parents/carers have the right to appeal against the content of the EHCP. They may also appeal against the school named in the plan if it differs from their preferred choice.
- Once the EHCP has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents, professional's external to the school, representatives from the Local Authority and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing the levels of support.

Reviews of Education Health and Care Plans

EHCP's must be reviewed annually. The SENCo administrator informs the SENCo of when reviews are due, teachers and the SENCo organise these reviews and invites:

- The pupil's parent/carers and the pupil if appropriate
- The relevant teachers/TA
- A representative from the LA, such as the SEND officer

The aim of the review will be to:

- Assess the pupil's progress in relation to the EHCP targets.

- Review the provision made for the pupil in the context of levels of attainment in basic Literacy / Numeracy and Life Skills
- Consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year, and whether to cease, continue, or amend it. Devise new targets for the coming year or a phase transfer for Year 11 pupils.

Year 11 reviews are significant in preparing for the pupil's transition to employment, or further education or work-based training. A transition plan is completed at the review meeting or at a follow up meeting.

With due regard for the time limits set out in the Code, the chair of the meeting will complete the documentation at the Annual Review meeting and send it, with any supporting documentation to the Inclusion and Assessment Team, who will decide whether to maintain, amend, or cease an EHCP.