



St Augustine of Canterbury Roman Catholic Primary School

Christus Heri, Hodie, Semper

In the name of God the Father, the Son and the Holy Spirit, we remember that each person is gifted, unique and loved by God and so in the family of St Augustine's we:

- Welcome everyone in Jesus' name;
- Work together in Jesus' community;
- Follow Jesus' example in all we do;
- Learn with Jesus as our inspiration;
- Grow in faith with Jesus as our leading light.

Whole School Policy for Special Educational Needs and Disability 2025

Aims and Objectives

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

- Ensure our school fully implements national legislation and guidance regarding pupils with SEND
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil
- Make sure the SEND policy is understood and implemented consistently by all staff
- Set out how our school will:
 - Support and make provision for pupils with special educational needs and disabilities
 - Provide our pupil with SEND full access to all of our school life so they can fully engage alongside pupils who do not have SEND
 - Help pupils with SEND fulfil their aspirations and achieve their best
 - Help pupils with SEND become confident individuals living fulfilling lives
 - Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil.

Philosophy and Purpose

This policy reflects the school's values and philosophy in relation to children with special educational and disability needs. As a Catholic school, St Augustine's aims to follow the teaching of Christ by providing an education which will value every member of our community, and encourage all of the children in our school to reach their full potential. Our aim is that every child will find enjoyment in our wide curriculum and to gain satisfaction from their own achievement. We cater for the individual needs of all the children in the school by providing them with a broadly based, well balanced curriculum, which is adapted to each child's individual needs.

We believe that good practice for children with special educational and disability needs is good practice for all children.

This policy is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and also the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- 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 Handbook](#), which sets out governors' 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 (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

Definitions

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.

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.

The 4 Areas of Need

The needs of pupils with SEND are grouped into 4 broad areas, as set out in the Code of Practice, 2014. Pupils can have needs that are 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.

| AREA OF NEED | |
|-------------------------------------|---|
| Communication and Interaction | <p>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 do not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p> |
| Cognition and learning | <p>Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> • 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 | <p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p> |
| Sensory and/or physical | <p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p> |

Roles and Responsibilities

SEND Governor

The Governing Body has identified Mrs Lindsay Bleazard as SEND governor. Along with the SENCO, she ensures that the full governing body is kept informed of how the school is meeting the statutory requirements. The SEND governor meets regularly with the Head teacher and SENDCo, and attends regular governing body meetings.

Special Needs and Disability Co-ordinator

Our SENDCo in school is Mrs Catherine Haworth. The SENDCo works closely with the Headteacher, SEND governor and staff to ensure the effective day-to-day operation of the school's SEND policy. She identifies areas for development, co-ordinates provision for all SEN children. She will:

- Inform parents that their child may have SEN and liaise with them about their needs and provision required
- Work with the headteacher 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. This may include organising CPD for staff
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils, supporting teaching staff in recording this on the Pupil Profiles, and ensuring these are kept up to date
- Meet with teaching staff regularly for SEND supervision to identify any children who require early help and to provide strategies to support in the classroom. Supervision also ensures that the graduated response is in place for children on the SEND register
- Use the graduated response to apply for Education Health Care Plans, where appropriate
- Be a point of contact for external agencies, especially the local authority (LA) and its services, and work with external agencies to ensure that appropriate provision is provided. This includes Speech and Language services, Educational Psychology and Specialist Teachers.
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned, with a full handover in place
- 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, 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
- Maintain the school's SEND register and overseeing the records of all pupils with special educational and disability needs, ensuring these are kept up to date
- Regularly liaising with parents of children with special educational and disability needs.
- Work with Pupil and Family Support staff in school to identify and support with Early Help for children and families (previously CAFs) and to coordinate support for children with social, emotional and mental health needs.
- Attend clusters within the Romero CAT to share expertise with other SENCOs.

Teachers are responsible for:

- Providing high quality teaching for ALL pupils that is adapted to meet pupil needs through a graduated response
- The progress and development of every child in their class

- Considering the most appropriate interventions for children in their class, and considering who is best to deliver them.
- Provide clear guidance to any support 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 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' concerns and agree their aspirations for the pupil
- Creating Pupil Profiles for those children on the SEND register (some exclusions apply) and ensuring these are kept up to date throughout the school year. The targets on the Pupil Profiles must be evaluated and new SMART targets written three times per year.
- Formulate provision maps, with support from SENDCO.
- Provide opportunities for TAs to carry out appropriate intervention work, or for TAs to take the class whilst the class teacher works with SEN children.
- Ensure there are records of all interventions for children in their class.
- Most class teachers are also subject leads. In this role they will ensure planning for their subject includes adaptations for SEND.

Teaching Assistants will:

- Work co-operatively with teachers to support the learning and participation of pupils.
- Be aware of children on the SEND register and ensure they understand individual needs
- Work with teachers to prepare lesson plans and materials for individuals or groups of children
- Contribute to the evaluation of the outcomes and lessons.
- Make relevant contributions to wider school activities.
- Record intervention carried out with children and report to class teachers and SENDCo.
- May be required to carry out personal care, under a Care Plan as agreed with SENDco and parents.

Parents and 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 regular meetings to review their child's progress
- 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 a termly report on the pupil's progress

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

Admissions

Admission arrangements for the school are described in the school's admissions policy. The school welcomes pupils, irrespective of their ability or needs, and anticipates that the needs of most pupils will be met within

existing school provision. In line with legislation outlined in the SEN and Disability Act 2014, pupils with an EHCP will not be discriminated against. The school will use induction meetings to work closely with parents to ascertain whether a child has been identified as having SEND as soon as possible.

Attachment and Trauma Sensitive School Award

St Augustine's is very proud to hold the Attachment and Trauma Sensitive Schools Gold Award. All of our staff are trained in Attachment and Trauma sensitive practice. The school has two Family and Behaviour Support Leads who support the SENDCO in planning various nurture groups and bespoke intervention for children with identified emotional and social needs, or who may be experiencing a difficult time in their lives, maybe due to a bereavement or a family breakdown. They provide Early Help for families who may be struggling, and can signpost to other agencies, such as Children and Family Wellbeing, or Emotional Health Practitioners. Needs are met on an individual basis and may be set programmes, such as Drawing and Talking, Relax Kids and Feeling Fabulous, or tailored to suit individual needs.

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. Concerns may have been raised by parents, staff, or both.

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 will be taken into account. 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, which are timely and monitored closely.

2. Plan

In consultation with the parents 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. The school may also seek advice from external support services, such as Speech and Language services or an Educational Psychologist.

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 the Pupil Profile. Any discussions with staff or parents are recorded on CPOMS.

Parents 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 1:1 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. Interventions are recorded in a class file and passed to the SENDCO who then collates these using the Insight Tracker. 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 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.

Levels of support

School-based SEN provision

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, and 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, issued by the Local Authority, 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, with a top up from the LA (from the high-level needs funding block of the dedicated schools grant). An EHC plan can protect a child's education until they are 25.

On the census these pupils will be marked with the code E. School will apply for an EHC plan, in liaison with parents/carers, where it is deemed appropriate. Parents may also apply for an EHC plan; we would advise liaising with school to discuss.

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 and the Insight Tracker.
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Monitoring by the SENCO
- SEN supervision with class teachers
- Holding annual reviews for pupils with EHC plan
- Getting feedback from the pupil and their parents

All teachers have a key role in monitoring all aspects of pupil performance and, in particular, the identification of pupil needs. Parents will be kept informed at all stages.

Access to the National Curriculum

All pupils with SEND will have a full entitlement to a broad and balanced curriculum, in line with all other pupils. In order to maximise their access, some pupils may be taught in withdrawal groups or on a 1:1 basis for short periods of time, but the focus will be on their inclusion within their own class. The school's main aim is to provide a variety of teaching and learning opportunities, differentiated planning opportunities, appropriate support and resources, all within the child's classroom. Subject Leads ensure adaptations are planned for all SEND children to participate in their subject.

SEN Funding and Resources

The Head and SENDCo meet regularly to discuss the needs of children on the SEND register. Further to this, the SENDCo and Headteacher will meet the SEND Governor annually, in the early part of the year, to discuss the SEND funds stated on the school's budget allocation. The needs of the pupils requiring SEND provision are discussed, and appropriate measures taken to ensure these needs are met. INSET plans are made, and costed, for all staff, including non-teaching staff, to increase their knowledge, skills and expertise in SEND issues. Key resources, including ICT software to support SEND, are identified and ordered as

necessary. Support staff are deployed effectively and flexibly to best meet the needs of all pupils with SEND. The provision for pupils with an EHC plan is established and shared with their parents.

Links with other schools

Particular attention is given to making sure that we are aware of any new pupils identified as having special educational needs, so that appropriate arrangements can be made in advance of their admission. Transition meetings and visits are arranged with relevant staff and in full liaison with parents.

Where pupils transfer to high school, or another primary, relevant information will be passed on, with a full handover by the SENDCo. Transfer reviews in Year 5 should begin to establish the parents' choice of High School, in order to assess the arrangements prior to the transfer. An additional review early in the Spring Term of Year 6, when a High School place has been allocated, should be convened to which the High School SENDCO needs to be invited.

As part of the Romero Catholic Academy Trust, we have strong links with other local schools. The SENDCo attends regular cluster meetings and support is widely available, along with some shared resources and CPD opportunities.

Partnership with Parents

At St Augustine's, we pride ourselves on relationships with our families. Parents are valued and their contribution in terms of identification and support for pupils with SEND is fully recognised. Parents will be kept fully informed where their child has special educational needs and will be encouraged to attend formal and informal reviews, support the development of individual approaches to their child and provide help at home wherever possible.

Parents are always welcome to discuss any matter relating to their child's progress, but are advised to telephone the school to make appointments to ensure that staff are available. The arrangements described in the policy to keep parents informed about matters relating to Special Educational and Disability Needs are additional to the standard methods of reporting and consulting available for all parents.

Links with External Agencies

The school is involved with many external agencies, with the aim of providing a comprehensive support for all pupils in school. All external staff are made to feel a part of our school community and work closely with pupils, parents and staff. We work closely with Applied Psychology (Educational Psychologists), Speech and Language Therapy and Occupational Therapy. We also have strong links with the Emotional and Mental Health Practitioners team, Children and Family Wellbeing services, and the school nursing team.

Pupils with Medical Needs

Pupils who have medical needs that may require intervention and support from staff in school will have a Care Plan written for them, in liaison with the Health Service and parents. This ensures a safe, agreed set of principles and procedures to ensure the pupil's needs are fully met and all health and safety arrangements have been addressed. We work closely with our assigned School Nurse. The care plan may also include personal care, and the Intimate Care Policy should be followed.

Accessibility

Please see our accessibility policy for further details. For accessibility, we have:

- A large medical room which has a disabled toilet and a medical bed/changing table. This is located on the ground floor
- A disabled toilet in the KS2 area of school, on the first floor
- A lift
- Both yards and all classrooms are accessible.

Monitoring and Review

The current policy will be fully reviewed and approved by the governing body in the Autumn Term of 2024.

In determining future policy and provision all staff will be involved in discussion, the progress of pupils on the stages of the register will be reviewed and parents invited to comment. Governors will discuss progress and an annual report be made available for all parents.

In particular the success of the policy will be measured against the objectives stated at the start of the policy and we will 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

Complaints Procedure

If any parent has any concerns regarding the education of their child with special educational needs, they should contact the school immediately and make an appointment to see either the SENDCO, the Class teacher or the Head teacher, in line with the school's standard complaints procedure outlined in the prospectus. All concerns will be dealt with sensitively and with the child's needs and care at the heart of our work.

Links with other policies and procedures

This policy should be read in conjunction with:

- SEN information report
- The local offer
- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Intimate Care policy
- Attendance policy
- Safeguarding / child protection policy
- Complaints policy