



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 2023

Philosophy and Purpose

This policy reflects the school's values and philosophy in relation to children with special educational and disability needs. The policy is for staff, parents, the LEA and school inspectors.

As a Catholic school, St Augustine's aims to follow the teaching of Christ by providing an education which will develop each child's abilities to the full.

"Our commitment to Christ's ministry and to the uniqueness of each individual leaves Catholic schools ideally placed to respond with imagination and sensitivity to those needs. Essential to that task will be a proper respect for the gifts and needs of each individual, a flexibility of approach and a commitment to press for the provision of appropriate resources by the relevant authorities."

Evaluating the Distinctive nature of a Catholic School.

At St Augustine's we encourage all the children in our school to reach their full potential, to find enjoyment in a wide variety of schoolwork 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, including the National Curriculum, matched to the ability of the children.

The 2014 SEND Code of Practice states that:

"A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions"

The 2014 SEN and Disability Act strengthens previous legislation by stating that children with SEND must be educated in mainstream schools where parents prefer this, and where the provision of efficient education for other children is not significantly affected.

We support this view and therefore we aim to cater for the individual learning needs of every child, whilst also recognising the need for specialist provision to ensure access to all aspects of the curriculum for all children.

We also recognise that pupils of any ability can underachieve at times. Through matching work to the needs of the children, staff at St Augustine's R.C. Primary School give children every opportunity to overcome their difficulties.

Aims and Objectives

In order to achieve our aims, and to ensure that children with Special Educational and Disability Needs achieve their full potential and make progress we will: -

- Identify pupils with SEND as early as possible and to make appropriate intervention through using appropriate teaching methods.
- Identify pupils of all ability who are underachieving and act upon this.
- Support children to make the best progress of which they are capable.
- Maintain appropriate records and to monitor pupil progress.
- Provide full access to the National Curriculum.
- Develop partnership with the parents in the education of their child.
- Encourage success and participation for all pupils, whatever their level of ability.
- Continue to develop a whole school approach to meeting the needs of pupils.

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

Roles and Responsibilities

The Governing Body has identified Mrs Lindsay Bleazard as SEND governor with oversight of SEND provision in the school, and to ensure 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.

At St Augustine's RC Primary School the Special Needs and Disability Co-ordinator (SENDCo) is Mrs Catherine Haworth. The SENDCo is also responsible for overseeing that appropriate intervention is in place.

The SENDCo works closely with the 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. Her responsibilities include:-

- Working with Pupil and Family Support staff in school to identify and support with Early Help for children and families (previously CAFs)
- Meeting with families regularly who are accessing Early Help (previously TAF meetings)
- Meeting with teaching staff regularly for SEN supervision to identify any children who require early help and to provide strategies to use in the classroom.
- Supporting staff in writing and updating 'Pupil Overviews of Progress' (POPs) and supporting staff in assessing children's progress across the year.
- Supporting teachers in the mapping of provision for SEND children and evaluating the intervention children are receiving
- Maintaining the school's SEND register and overseeing the records of all pupils with special educational and disability needs.
- Liaising with parents of children with special educational and disability needs.

- Liaising with external agencies including the local authority and educational psychology services, health and social services, and other bodies as appropriate.
- Purchasing and organising resources
- Making referrals to other professionals
- Applying for Education, Health and Care Plans and organising Annual Reviews
- Ensuring that appropriate records are kept
- Liaising with the SEND Governor and preparing appropriate reports for the governing body.
- Attend clusters within the Romero CAT to share expertise with other SENCOs.

Teachers are responsible for:

- Providing Quality First Teaching for ALL pupils
- Providing clear guidance as to how TAs should work in the classroom.
- Considering the most appropriate interventions and which staff implements them.
- Planning for SEND pupils and working supportively with support staff.
- Formulation of pupil's POPs and 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.

Teaching Assistants will:

- Work co-operatively with teachers to support the learning and participation of pupils.
- Work with teachers to prepare lesson plans and materials.
- 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.

All teachers have responsibility for areas of the curriculum and will review and monitor the progress made by pupils and the effectiveness of resources and other curriculum material. All staff will work closely with the SENDCO.

Admissions

Admission arrangements for the school are described in the school's admissions policy. The school welcomes pupils, irrespective of their ability, 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 a statement of SEND 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.

Accessibility Plan

At St Augustine's RC Primary we are responsible for providing a broad and balanced curriculum for all pupils and we have a key role in planning to increase access to the curriculum for disabled pupils. The accessibility plan is to

- increase the extent to which disabled pupils can participate in the school curriculum
- improve the physical environment to increase the extent to which disabled pupils can take advantage of education and associated services; and
- improve the delivery to disabled pupils of written information which is provided to pupils who are not disabled. This should be done with a reasonable period of time and in formats which take account of views expressed by the pupils or parents about their preferred means of communication.

To ensure access for pupils or parents with disabilities a disabled toilet and a medical room have been built. A changing table has also been installed in the disabled toilet. A wheelchair lift gives disabled access to the upper floor.

Accommodation and Resources

Most teaching will be carried out in the normal classroom situation, but additional accommodation is available around school. There are spaces available which may be used to withdraw small groups of children when the class teacher and support teacher decide that the objectives of that lesson will be more successfully achieved outside the classroom. Withdrawal is not restricting a child's access to the curriculum.

Resources specifically related to SEND are located in the SEND cupboard. The SENDCO can advise of appropriate resources.

Attachment and Trauma Sensitive School Award

St Augustine's is very proud to hold the Attachment and Trauma Sensitive Schools Gold Award. The school has two Family and Behaviour Support Leads in school who support the SENDCO in planning various nurture groups, providing support for children with identified emotional and social needs, and providing Early Help for families who may be struggling. These needs may require more attention and support than can be provided for in the classroom. This support may be provided by Teaching Assistants, our Family and Behaviour Support Lead or Emotional and Mental Health Practitioner who visits school weekly. 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.

Identification, Assessment and Reviews

The school places significant emphasis on the early identification of pupils experiencing difficulties accessing learning and general school life opportunities.

Baseline information, Foundation Stage Profile information, SATS, PIVATS and standardised scores are all used to inform the school of pupils who may require early intervention strategies.

Initially, a class teacher will indicate in specific terms the concerns relating to individual pupils, in discussion with the SENDCO. If further action is deemed necessary, then the parents will be informed immediately.

The school has adopted a policy of high quality adapted planning to accommodate a wide range of pupils with varying abilities. Pupils will only be placed on the SEND Register if their needs are, "additional to", or "different from", the quality differentiated teaching and learning opportunities.

If pupils' needs are not met, despite the implementation of good teaching and the provision of intervention programmes, then the school will inform parents, and will implement a POP (previously an IEP). External agencies may be involved, in liaison with parents, to offer additional support and advice. POPs will be more detailed and include the specialist advice offered by the external agencies involved.

Following a reasonable period of time, if the pupil's needs are still not being fully met, then the school will inform the parents of their intention to call a formal assessment. This may lead to the involvement of the school's Educational Psychologist, who may discuss the possibility of the school requesting an Educational, Health and Care Plan, to help the school meet the pupil's needs more effectively.

A register of all pupils identified as having special educational needs will be kept by the SENDCO, in consultation with the class teachers.

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.

Assessment is central to our planning for all pupils. In assessment we should:

- Analyse the child's learning difficulty;
- Clarify the child's needs for different kinds of approaches or resources;
- Provide for those needs, whilst continually assessing the child's progress.

Assessing special educational needs is not an end, but a first step to understanding and providing for the child's needs and monitoring the child's progress. We follow the 'Assess, Plan, Do, Review' cycle. Particular use is made of teacher assessment as well as:

- Foundation Stage Profile information
- SATs
- Standardised tests in reading, comprehension, spelling, maths etc.
- PIPs information (including Reception on Entry PIPs)
- PIVATS profiles
- Behavioural profiles

It is the responsibility of all class teachers to monitor the support and provision for pupils with SEND in their care.

For pupils who have POPs, these are reviewed half termly, annotated and targets changed if necessary. They are formally reviewed and sent to parents four times per year.

Where a pupil has an EHC Plan, there is, at the minimum, an annual review carried out by the school in conjunction with the LEA to which parents and external agencies are encouraged to attend.

Access to the National Curriculum

All pupils with SEND will have a full entitlement to a broad and balanced curriculum as provided for 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. 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.

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 relevant information gathered will be passed on, and the SEND co-ordinators at the high school kept fully informed of the needs of individuals recorded on the SEND register. 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.

Partnership with Parents

At St Augustine's, 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) and Holly Grove Special School, along with agencies such as Speech and Language Therapy and Occupational Therapy.

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 the 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.

Monitoring and Review

The current policy will be fully reviewed and approved by the governing body in the Autumn Term of 2021.

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 use will be made of the following indicators:

- Pupils identified as early as possible;
- Pupils make good progress against the specific targets set for them;
- Pupils enjoy their schooling and are proud of their success;
- Parents express satisfaction with what is provided;

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.

SEN Policy implemented on: Autumn term 2023

To be reviewed in one year: Autumn term 2024

