



St Augustine's Catholic Voluntary Academy
We grow and learn as a family in the footsteps of Jesus

**Special Educational Needs Policy and
Information Report
2020/2021**

Special Educational Need Coordinator (SENCO): Mr Andrew Atter

Contact Address: Kesteven Road, Stamford, Lincolnshire PE9 1SR

Tel: 01780 762094

Email: andrew.atter@st-augustine.lincs.sch.uk

Website: www.st-augustine.lincs.sch.uk

Headteacher: Mrs R de Wet

SEN Governor: Mr Richard Carton



Contents:

1. Aims.....	2
2. Legislation and guidance.....	2
3. Definitions.....	2
4. Roles and responsibilities	3
5. SEN information report.....	4
6. Monitoring arrangements.....	10
7. Links with other policies and documents	10

1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

The school of St Augustine’s aims to provide: a broad and balanced curriculum for all pupils, including those with special educational needs and ensure full curriculum entitlement and access. We are committed to meeting individual needs and to provide high quality education and efficient use of resources and by ensuring that every teacher is an SEND teacher. This SEND policy details how we will do our best to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are known to all who are likely to work with them. We will ensure that teachers are able to identify and provide for those pupils with special educational needs, allowing them to join in all school activities (sometimes with some adaptation) together with pupils who do not have special educational needs.

We grow and learn as a family in the footsteps of Jesus

At St Augustine’s Catholic Voluntary Academy each child is valued as a unique individual and in partnership with parents and parish the school tries to help the child develop fully as a person. Guided by Gospel values the school aims to provide a community in which the child will grow and experience the love of God, self and neighbour. This policy is carried out within the context and spirit of the school’s Mission Statement valuing all children equally and as individuals.

2. Legislation and guidance

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

- [Part 3 of the Children and Families Act 2014](#), which sets out schools’ responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools’ responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

This policy also complies with our funding agreement and articles of association.

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for 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 the majority of 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.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Mr Andrew Atter.

The SENCO will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN 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 work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The headteacher

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and 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 SEN policy

5. SEN information report

5.1 The kinds of SEN that are provided for:

Our school currently provides additional and/or different provision for a range of needs, including:

A. Communication and Interaction

We have established a strong professional relationship with the Speech and Language Therapy team. Through partnership working this enables us to ensure all children are receiving the best support through individual therapy, additional classroom support and also learn in communication friendly spaces. Classroom practice in across the school has a heavy focus on developing language and also social communication. Following training attended by the SENCO, all classrooms continue to become more child friendly and new initiatives are continually sought out and implemented.

B. Cognition and Learning

All activities are planned and tailored to suit the needs of the individual ensuring that we are moving their learning forwards in small achievable steps whilst providing some challenge and maintaining high expectation. Children recognised as having SEND are provided with additional in class support, when necessary, ensuring they reach their full potential whilst maintaining their independence. This may be provided through resources, a personalised curriculum, and additional support from the class teacher and TA/EYP. We ensure that the vast majority of this takes place within the child's usual classroom environment. This means that they are learning alongside their peers, can use classroom aids to support them and also the children find it easier to transfer these newly developed skills into other areas of the curriculum as they are not being developed in isolation of the classroom. We also provide guidance to parents in ways that they can help at home.

C. Social, Emotional and Mental Health

The social wellbeing of ALL of our children and their families is very important to us. Our school has a very calm and caring atmosphere that is supportive to all needs. We have a very effective behaviour policy based on Gospel values and positive behaviour is praised and celebrated. Our children come first. We always make appropriate and reasonable adjustments to support all children. We offer an open door policy so that children know they can speak with the Head teacher and other members of staff, both teaching and non-teaching, when they need to. We provide effective pastoral care for our pupils. We have an active school council, who lead change in school practices and procedures where they feel necessary. This encourages a great deal of involvement and ownership within the ethos of the school. Social, moral, spiritual and cultural (SMSC) development is evident in teaching and learning within school through our statements to live by.

D. Sensory and/or Physical Needs

We aim to ensure all children can access the school environment fully and we strive for the inclusion of all within the capabilities of our school building. Plans for individual children are written and put into place in discussion with the child and their parents. Referrals are also made to other agencies for further advice and support when necessary.

Personal care is provided in a dignified and a discrete way to ensure all children feel included. Medicines are administered by office staff or key people working with the child. A care plan for this is always decided upon with the child's parent, as they know their child best!

We have internal processes for monitoring the quality of provision and assessment of need. These include:

- Guidance from the SENCO on identifying children with SEND
- Lesson observations – to ensure high quality teaching for all
- Regular review of individual learning plans
- Pupil progress meetings to discuss all children
- Weekly staff meeting agenda to share ideas and support colleagues
- Termly reviews of EHCP in school, and an official annual review

5.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers 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

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

Involving all parents and children in planning and reviewing progress is central to our approach and we do this through:

- Parent teacher consultations – these take place twice during the year for every child. These provide opportunities to discuss progress and difficulties. For children with SEND these meetings may take longer than for other children and extra meeting time can be allocated for this. Such meetings may (as requested by a parent) also occur more frequently.
- A parent or teacher can request a meeting to discuss outcomes / progress / behaviour and any other concerns at any time. If the class teacher is not available immediately an appointment is made.
- Individual learning plan reviews – 3 times a year.

- The child's voice and own opinions are very important to us. Their views are collected through discussions, questionnaires and when a child cannot communicate this with us via observations and recording their individual learning preferences.

All parents can be assured that they will be kept fully informed on how their child is getting on. Communication and a learning partnership between the school, the parents and the individual child are vital and therefore regular contact is necessary. The class teacher will also provide ideas and support parents in further supporting their child at home. Part of this may be provided via open afternoons and workshops for parents to share in their child's learning.

5.4 Assessing and reviewing pupils' progress towards outcomes

Once a child has been identified as having SEN, the class teacher will invite the parents to a meeting to:

- formally let them know that their child is being placed at SEN Support
- discuss any concerns or issues the parents may have
- discuss assessments that have been completed
- agree a plan and provision for the next term, in the form of an Individual Education Plan.

This is part of the graduated approach cycle of 'Assess, Plan, and Do, Review' required in the Code of Practice. Depending on their age, and their interest, the child may be invited to attend all or part of the meeting. Records are kept of these meetings and copies are available to parents.

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.



ASSESS:- This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing. This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

PLAN: - Planning will involve consultation between the teacher, SENDCO 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 involvement may be sought, where

appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought. This plan will be recorded on an Individual Education Plan (IEP) and copies will be shared with all staff involved in supporting the child (on a need to know basis), parents and where appropriate, the child themselves. We also write one-page profiles for our pupils with Special Educational Needs and Disabilities which we call Pupil Passports and we review these as often as required but at least three times per year. The provision set out in these passports is arranged through our termly whole school SEND overview.

DO: - The class teacher remains responsible for working with the child 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 teacher. They will work closely with teaching assistants and to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCO.

REVIEW: - Progress is continually reviewed for all children and informal reviews for children with SEND are made frequently by staff to ensure that interventions are appropriate and effective. Formal reviews of a child's progress will be made regularly (minimum of three times a year). The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The class teacher, in conjunction with the SENDCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil. This will be recorded on the IEP. Informal reviews will often take place on a more frequent basis and as required.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

For all children when entering or leaving our school, transition plans are followed to ensure everyone involved is informed, prepared and ready for these transitions.

On entry to our school this involves:

- Visits to the school for both the parents and the children
- Discussions and visits to all other professionals involved with the children.

Likewise when children leave our school we work with the receiving school to ensure the transition is as seamless as possible. In preparation for this, the next setting becomes part of the review process. This creates opportunities for discussion between both settings, professionals involved, the parents and the child for any questions, concerns and worries to be answered.

Within school, a child with special educational needs will be fully prepared for any changes be this moving to a new classroom with a new teacher or to a new school. This includes many visits, social stories, transition books containing pictures of the new school, classroom, and teachers etc. to be used at home. This is alongside the transition procedures we have in place for all children.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class. Across the school, from EYFS through to year six, all planning is fully differentiated to meet the needs of

individual children irrespective of their skills base and the level in which they are currently working towards. This will ensure that all children reach their full potential. The provision and progress for all children is the responsibility of the class teacher. High quality first teaching and additional 'catch-up' intervention or 'pre-teaching' is an approach used to support all children and is adapted to suit the needs of individuals. We have high expectations embedded within our school ethos and aim to provide a personalised approach to learning. We also believe that all children are entitled to be fully included in all aspects of school life and therefore ensure ALL of our learners have access to a broad and balanced curriculum which meets individuals' needs whilst allowing them to develop their social skills.

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

We have several teaching assistants who are trained to deliver interventions.

Teaching assistants will support pupils on a 1:1 basis when necessary or they will support pupils in small groups when it is required, depending on the needs of the children.

We work with the following agencies to provide support for pupils with SEN:

- Specialist Teaching Team
- Working Together Team
- Lincolnshire Psychology Service
- Speech and Language Therapy
- Sensory Education and Support Team

5.9 Expertise and training of staff

Considerable thought and planning goes into utilising our support staff to ensure all children achieve the best outcomes, gain independence and are prepared for future life. We believe that all support staff are a vital tool in supporting both the class teacher and all children within the class. It is crucial that good relationships are formed between individual children and all staff so that they feel secure and valued. The class teacher has the overall responsibility for providing targeted and affective support to children requiring extra help. These additional activities are provided by both the class teacher and support staff. This support takes place in the classroom, throughout the school day, working in small groups and on a one-to-one basis when necessary, whilst supporting the children to continue to develop both their social skills and independence. All of this information is discussed with the child's parents and will take into account the needs and interests of the child. Staffing continues to be flexible throughout the school year, adjusting it to suit the needs of individuals.

5.10 Securing equipment and facilities

We have procedures in place to ensure all equipment and facilities are secure.

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term

- Reviewing the impact of interventions and changing or adapting if necessary.
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEN or EHC plans

5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s) to The Briars.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Please see the school's accessibility plan.

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- We have a zero tolerance approach to bullying.

5.14 Working with other agencies

We make seek parental permission to seek the advice of outside agencies if the child:

- Continues to make little or no progress in specific areas over a long period.
 - Continues working below or well below the expected standard for children of a similar age.
 - Continues to have difficulty in developing literacy and mathematical skills.
 - Has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group.
 - Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
 - Has an ongoing communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning.
 - Despite having received intervention, the child continues to fall behind the level of his peers.
- Parents will always be kept informed of when outside agencies will be working with their children and will receive copies of any reports generated.

5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the class teacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEN

Lincolnshire:

Telephone 0800 195 1635

E-mail liaise@lincolnshire.gov.uk

- **Where to go**

Liaise (SEND Information, Advice and Support Service in Lincolnshire)

Myle Cross Centre

Macaulay Drive

Lincoln LN2 4EL

Car parking and disabled access is available.

- **Time / Date Details**

Please telephone 0800 195 1635 to find out information on Special Educational Needs and/or Disability, or to be referred to a Liaise Caseworker if you need more specialist advice.

5.17 Contact details for raising concerns in school

Mrs Rachel DeWet, Headteacher.

Mr Andrew Atter, SENCO.

5.18 The local authority local offer

Our local authority's local offer is published here:

Lincolnshire Local Offer Contribution:

<http://search3.openobjects.com/kb5/lincs/fsd/localoffer.page?familychannel=2>

6. Monitoring arrangements

This policy and information report will be reviewed by Mr Andrew Atter every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Teaching and Learning Policy
- Accessibility policy
- Equality and Diversity for Children policy
- Complaints policy.