



St Augustine's Catholic Voluntary Academy

# Special Educational Needs and Disabilities Policy

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

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*“We must restore hope to young people, help the old, be open to the future, spread love, and be poor among the poor. We need to include the excluded and preach peace.” Pope Francis.*

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## **Introduction**

St Augustine’s CVA has a named SENDCo, Andrew Atter and a named Governor responsible for SEND Catherine Callow. They ensure that the St Augustine’s Catholic Voluntary Academy Special Educational Needs policy works within the guidelines and inclusion policies of the Code of Practice (2014), the Local Education Authority and other policies current within the school.

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.

## **Mission Statement**

***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.

## **What Are Special Educational Needs?**

*‘A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.... Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision.’ Code of Practice 2014.*

Our Special Needs Policy is guided by the Code of Practice for Special Educational Needs and is complicit with National and LA guidance.

To support our aims the following structures, procedures and systems are in place.

### **Admissions Policy:**

Please refer to our policy for admission details.

There is disabled access to all areas within the main school building. Disabled persons' toilet facilities are available and accessible.

The School has some expertise in the education of pupils with learning difficulties.

### **Our Objectives:**

- To identify barriers to learning at the earliest opportunity and provide for pupils who have special educational needs and additional needs
- To provide an environment where every child can experience success in their learning
- To enable all children to participate in lessons fully and effectively and feel valued
- To work within the guidance provide in the SEND Code of Practice, 2014
- To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs
- To provide a Special Educational Needs Co-ordinator(SENDCo) who will work with the SEND Inclusion Policy
- To provide support and advice for all staff working with special educational needs pupils
- To work in partnership with parents/carers

### **Identifying Special Educational Needs**

Provision for children with special educational needs is a matter for the whole school.

The governing body, the school's head teacher, the SENDCo and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities. All teachers are teachers of children with special educational needs. Our aim is to identify pupils with Special Educational Needs as early as possible and to provide appropriate support and resources as required. A clear system of record keeping and communication is established between playgroups and nursery schools feeding into our school. There is an agreed record system within our school. This is informed by Staff, Parents, Outside Agencies and the Pupils concerned. Clear records and information relevant to pupil's Special Educational Needs history and progress are forwarded at their transfer to other schools.

In accordance with the Code of Practice, there are four broad areas which give an overview of the range of needs that should be planned for. These areas are:

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

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. At St Augustine's we identify the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child or young person.

A process for the identification, assessment and provision of Special Education Needs has been established in accordance with the Code of Practice.

Children with SEN are identified by one of three assessment routes all of which are part of the overall approach to monitoring progress of all pupils:

- The progress of every child is monitored at termly pupil progress meetings. Where children are identified as not making progress in spite of Quality First Teaching they are discussed with the SENDCo and head teacher and a plan of action is agreed. This will be monitored via the 'Early Monitoring Process' form.

- Class teachers are continually aware of children's learning. If they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:

- 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

- Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and investigate them all.

Frequently, the concern can be addressed by Quality First Teaching. When deciding upon whether to place a child on the SEN register, the teacher and SENDCo consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This will include high quality and accurate formative assessment, using effective tools and early assessment materials.

Although the school can identify special educational needs, and make provision to meet those needs, we do not offer diagnoses. Parents are advised to contact their GP if they think their child may have ASD or ADHD or some other disability.

## **Working together**

We aim to have good and informative relationships with all of our parents. If a child is experiencing difficulties, parents will be informed either at parents' meetings or during informal meetings to discuss the child's progress.

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.

Thereafter, parents – and children- are invited to a meeting at least each term to review progress made, set targets and agree provision for the next term.

## **Outside agencies may become involved 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.

## **Moving from SEN Support to an Education, Health and Care (EHC) Plan**

If a child fails to make progress, in spite of high quality, targeted support at SEN Support, we may apply for the child to be assessed for an EHC Plan. Generally, we apply for an EHC Plan if:

- The child is Looked After and therefore additionally vulnerable
- The child has a disability which is lifelong and which means that they will always need support to learn effectively
- The child's achievements are so far below their peers that we think it likely that the child may at some point benefit from special school provision.

Children, who we think will manage in mainstream schools, albeit with support, are less often assessed for EHC Plans. Having a diagnosis (e.g. of ASD, ADHD or dyslexia) does not mean that a child needs an EHC Plan. Parents will be asked for consent and fully consulted before and during this application process.

## **Teaching and Learning**

We believe that all children learn best with the rest of their class. Children with SEN and disabilities are entitled to be taught by their teacher, not always by a TA. Teachers aim to spend time each day working with all children with SEN, individually or as part of a group.

When allocating additional TA support to children, our focus is on outcomes, not hours: we aim to put in sufficient support to enable the child to reach their challenging targets, but without developing a learned dependence on an adult.

The school has a range of interventions available which are listed on a provision map.

When considering an intervention, we select the intervention which is best matched to the child.

Targets for children at SEN Support are deliberately challenging in the attempt to close the attainment gap between the children and their peers. Interventions are often crucial in closing these gaps, so are monitored closely by both the class teacher- who monitors progress towards the targets during the intervention- and by the SENDCo who monitors overall progress after the intervention.

- Interventions are planned, usually, in six week blocks
- At the end of each block, children's progress towards their targets is assessed and recorded.
- A decision is then made as to whether to continue the intervention, to swap to a new intervention, or to allow a period of consolidation in class.

The SENDCo monitors interventions to identify 'what works' and these are mapped on a whole school provision map.

### **Special Needs Coordinator**

The role and responsibilities of the Special Educational Needs Co-ordinator include:

- Overseeing the day-to-day operation of the school's SEND policy.
- Co-ordinating provision for children with SEND.
- Liaising with and advising fellow teachers.
  
- Overseeing the records of all children with SEND.
- Liaising with parents of children with SEND.
  
- Contributing to the in-service training of staff.
  
- Liaising with local secondary schools so that support is provided for Y6 pupils as they prepare to transfer.
  
- Liaising with external agencies including educational psychology services, health and social services and voluntary bodies.
  
- Co-ordinating and developing school based strategies for the identification and review of children with SEND.
  
- Making visits to classrooms to monitor the progress of children with SEN
- Meeting with local SENDCo's in school within Rutland as well as across the Multi Academy Trust to share good practice.

Special educational needs issues are discussed regularly at staff meetings. All staff are made aware of their responsibilities towards pupils with special educational needs whether or not pupils have a statement of Special Educational Needs.

### **Access to the Curriculum**

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement. Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives and staff differentiate work appropriately, and use assessment to inform the next stage of learning.

Individual education plans, which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. All children on the special needs register have a Pupil Passport with individual targets.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times though when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

## **Organisation and Support**

Every effort is made to integrate pupils with Special Educational Needs with their peers while at the same time meeting individual needs. The structures for support that are in place are:

- Individual and group tuition to raise literacy and numeracy from class teachers and teaching assistants;
- Classroom support to increase curriculum access and pupil achievement;
- Differentiated provision within a mixed ability setting;
- An equal opportunities policy;
- Clear guidelines on behaviour – Home/School agreement.

## **Resources**

The school's core budget is used to make general provision for all pupils in the school including pupils with SEN. In addition, every school receives an additional amount of money to help make special educational provision to meet children's SEN. This is called the notional SEN budget.

The government has recommended that schools should use this optional SEN budget to pay for up to £6000 worth of special educational provision to meet a child's SEN. If a school can show that a pupil with SEN needs more than £6000 worth of special educational provision it can ask the LA to provide top up funding to meet the cost of that provision through an agreed EHCP.

The school may also use PPG funding where a pupil is registered as SEN and is also in receipt of PPG to address the needs of these pupils and enhance learning and achievement. The SENDCo in consultation with the Headteacher and class teachers will map the targeted provision in place for the pupils to show how resources are allocated and to monitor the cost of our SEN provision.



## **External Support**

The school's first point of contact for SEND support is the SEND team for Lincolnshire County Council at 9/11 The Avenue Lincoln LN1 1PA Direct Office: 01522 553349 [www.lincolnshire.gov.uk](http://www.lincolnshire.gov.uk)

Services – Contact will be made with the Social Services Department and the Educational Welfare Service as appropriate. We also liaise and work when required with the following services:

- Educational Psychology Service;
- Child Guidance Services;
- Special Needs Teaching Service;
- Speech and Language therapy;
- Physiotherapy;
- Teaching for the Hearing Impaired Service;
- Autism Outreach;
- Occupational Therapy.

The school also maintains contacts with the following voluntary services:

- National Charities;
- Local Charities

## **Governors**

It is the statutory duty of the Governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2014. The Governor with particular responsibility for SEND is Catherine Callow.

## **Equal Opportunities**

The school is committed to providing equal opportunities for all, regardless of faith, race, gender, age, disability, sex or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgemental attitude throughout school.

St Augustine's is committed to providing the very highest standards of education and support and places great value on its strong partnership with parents of pupils with SEND. However, we recognise that from time to time concerns or complaints may arise and it is our aim to work with all parties involved towards a satisfactory resolution. In such instances, parents are advised to follow the procedures as outlined in the Complaints policy document on the school website.

**Reviewing this policy**

This policy will be reviewed annually.