



SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

ADOPTED DATE: SEPT 2023
REVIEW DATE: SEPT 2024

**St. Augustine's Catholic Voluntary Academy
Kesteven Road,
Stamford PE9 1SR**

This policy takes full regard of the SEND Code of Practice 2014

SENCO:

Mrs Kat Garland - Fully accredited with National SENCO Award

Mrs Tina Cox (Deputy)– Fully accredited with National SENCO Award

SEN Governor: Catherine Callow

Contact with the SENCO should be made through the school office: 01780 762094 or enquiries@st-augustine.lincs.sch.uk

Compliance

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

- SEN Report for children at St. Augustine's Catholic Voluntary Academy in Lincolnshire
- Equality Act 2010: advice for schools DfE (February 2013)
- SEND Code of Practice 0 – 25 (2015)
- School's SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (2015)
- Safeguarding and Child Protection Policy
- Accessibility Plan

This policy was created by the school's SENCO in consultation with the school's SEND Trustee reflecting the SEND Code of Practice 0 – 25 (2015) guidance.

SECTION 1 – Inclusion Statement

All children are individuals and have varying needs throughout their time at St Augustine's. All staff recognise that every child has gifts, abilities and weaknesses, which need to be adequately addressed by their class teacher. We believe that "every teacher is a teacher of every child or young person including those with SEN" (Nasen, 2014) and, in line with the SEND Code of Practice 0 – 25 (2015) class teachers are responsible for the learning and progress of all children. The school's SENCO, Senior Leadership Team (SLT), Pastoral support and Teaching Assistants support teachers and pupils with additional provision and strategies to ensure all pupils make progress towards achieving their personal potential. This policy includes children who have significantly greater difficulty in learning than the majority of children of the same age and those with a medical diagnosis or disability where any special provision needs to be made.

All children must have an **equal opportunity** to take part in a broad and balanced curriculum and in all activities of the school. Where necessary, special arrangements may need to be made for those children with specific needs, e.g. hearing impairment, communication difficulties, physical disabilities, medical disabilities. Those who have additional needs will be encouraged to develop their strengths, take responsibility and be helped to become as independent as possible.

Through our inclusive practices we endeavour to:

- achieve **maximum inclusion** of all children (including vulnerable learners who may have additional barriers to learning other than special educational needs such as ‘disadvantaged children’) whilst meeting their individual needs.
- provide **differentiated learning opportunities** for all the children within the school and provide materials appropriate to children’s interests and abilities. This ensures that all children have full access to the school curriculum.
- make every effort to **narrow the gap** in attainment between vulnerable groups of learners and others.
- focus on individual progress against the **child’s potential** as the main indicator of success.
- make a clear distinction between children who are not achieving their personal potential due to special educational needs and those who are achieving below age related expectations, but are deemed to be achieving in line with their underlying personal potential. For example:
 - Some pupils may be assessed as having a low underlying innate capability in tests such as verbal and non-verbal reasoning. These children may be below expectations for their age, but working at their potential, and NOT underachieving or be considered to have a special educational need.
 - Other pupils will have special educational needs and/or disabilities (SEND) and this **may** lead to them not achieving their personal potential. It is our responsibility to ensure that pupils with SEND have the maximum opportunity to attain and achieve in line with their potential. Accurate assessment of need and the use of evidence-based programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils. These will be provided, initially, through additional support funded from the devolved schools budget.

SECTION 2 – Our Aims and Objectives for children with Special Educational Needs and Disabilities (SEND)

Aims

St. Augustine’s Catholic Voluntary Academy aims to:

- **Close the gap** between current achievement and potential achievement
- **Support their self-esteem and emotional well-being** to ensure this does not become a barrier to their learning and achievement
- **Encourage independence and motivation** so that these children have the life-skills to reach their potential without dependency on others, wherever possible
- **Listen to children’s views** and involve them in planning their education
- **Work in partnership** with parents

Objectives

The above aims will be realised in the school environment as follows:

- All pupils will have access to a **broad and balanced curriculum** using appropriate learning objectives in line with the age-related expectations appropriate to them

- Specific individual needs will be taken account of at the planning stage in order to **differentiate provision**, resources and support in order to scaffold their achievement
- Various groupings and peer support will be used to **create opportunities** for children to take on different roles
- The SENCo and class teachers will organise **effective use** of people, interventions, resources and time to maximise the learning
- The school will **liaise with other agencies** e.g. Specialist Teaching Team, Educational Psychologists, Health and Social Care, Education Welfare Service and any voluntary organisations to provide more specialist support.

SECTION 3 – Special Educational Needs Referral and Identification Procedures (see Appendix 1)

At St. Augustine’s Catholic Voluntary Academy we will endeavour to identify pupils with SEND at an **early stage** in their education although we recognise that some pupils’ needs will only become evident as they develop.

The school will undertake **thorough assessments** of the child, to identify their needs, working with the views of the child, parents and adults who work with them, to determine whether the child is reaching their potential, and if not, whether they require further support beyond what is normally provided for all children within the classroom setting.

A pupil will be deemed to have Special Educational Needs “*where their learning difficulty calls for special educational provision, namely provision **different from or additional to** that normally available to pupils of the same age.*” (SEND Code of Practice 0 – 25, 2015)

Where a pupil is identified as having a Special Educational Need or Disability, their needs will be categorised as per the SEND Code of Practice into the following four headings:

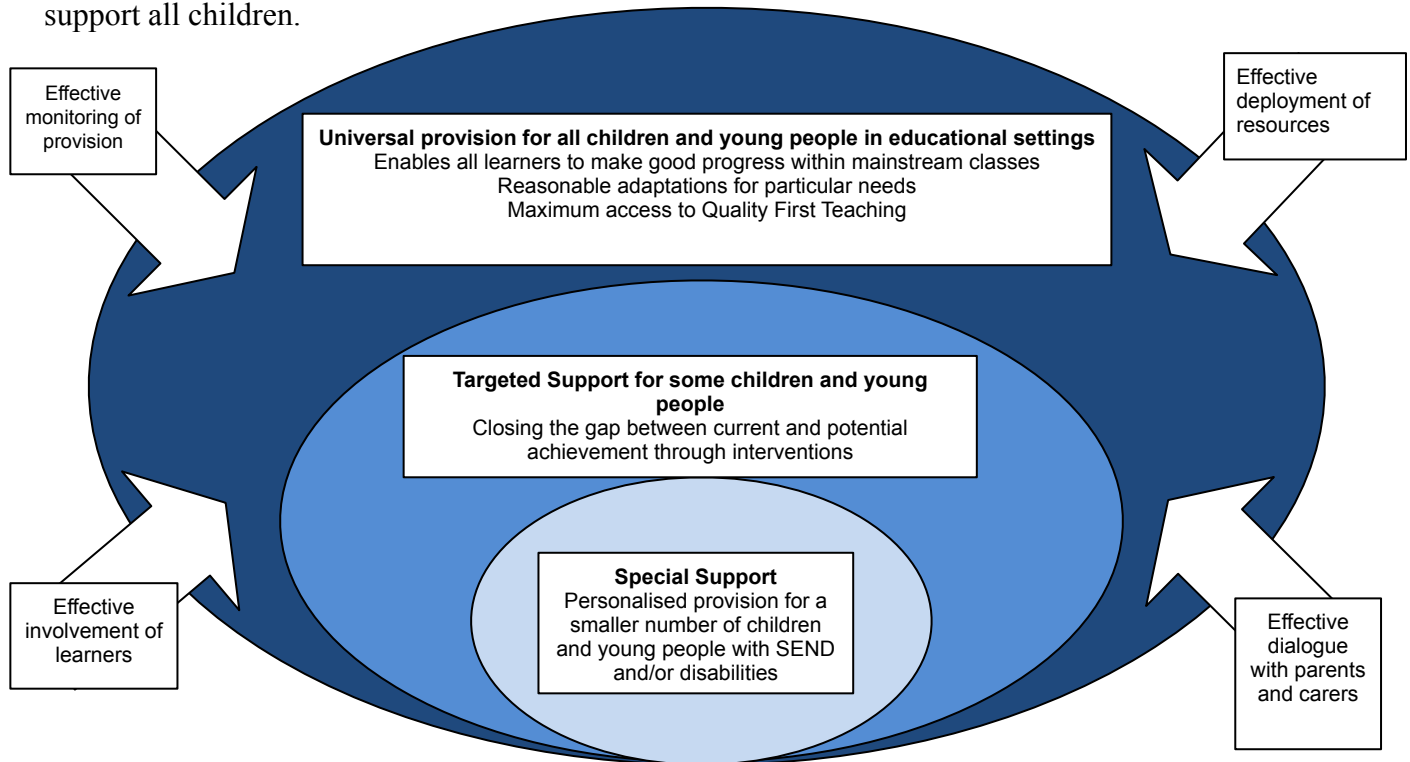
- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

We recognise that some pupils’ progress and attainment is affected by factors other than a Special Educational Need. For example:

- their attendance and punctuality
- their health and welfare (including their home experiences and influences)
- having English as an Additional Language (EAL)
- being in receipt of the Pupil Premium Grant
- being a Looked After Child (LAC)
- having a parent serving in the Armed Forces

SECTION 4 – The Provision & Support Of Children With Special Educational Needs and Disabilities.

The school uses a graduated response as laid out in the SEND Code of Practice 0-25 (2015), to support all children.



Universal Support

Children whose **needs can be met through universal provision**, through high quality teaching and support, effective monitoring, deployment of resources, involvement of learners and parents, who are therefore reaching their potential, are not deemed as having a Special Educational Need. In some instances though, these children can have an identified Disability and may still be placed on the SEND register as a way of ensuring a robust and consistent approach to meeting their needs.

Targeted Support

Children who are **not reaching their potential** through day to day universal support may be given additional support as is necessary within class, or through pre and post teaching interventions.

Special Support

- Children who have been identified as **not reaching their potential, despite targeted support** and are identified as having a Special Educational Need (SEN)
- Children who have a disability that requires specialist support in order for them to be fully included in school life and/or have full access to the curriculum.

Children with Special Educational Needs and Disabilities (SEND) will be supported through the Graduated Approach - an annual cycle where targets are set based on their needs, provision is planned and its success is evaluated through the review of the child's targets. This occurs three times a year (please see SEND Target Set & Review Procedure – Appendix 2).

Children are supported in this support and review process through a range of different documents, as follows:

SEND Register

A list is maintained of all children on the SEND Register in one or more of the following categories:

- **SEND Support** (listed as K on Arbor database)–
 - Children needing **school-based** support, provision and intervention that is additional to or different from well differentiated quality first teaching available to all children and/or
 - Children needing the involvement of outside agencies working in collaboration with the school and/or parents in providing appropriate support, provision, intervention and care.
- **EHC Plan** (listed as an E on Arbor database) – Children with a legal document detailing the support, provision and intervention necessary in meeting their severe and complex needs, enabling progress and achievement.

The SEND Needs Profile

The SEND Needs Profile, is a working document, written by the school, parents and the child, and using the views and recommendations set by other professionals. It is reviewed three times a year as part of the 'graduated approach' and shared with other agencies and professionals, and staff in school, as is deemed necessary to support the child.

The Needs Profile may be enhanced to include a Pastoral Support Plan and/or Risk Assessment if required. The enhanced plan includes further detailed provision and strategies to support the management of the child's SEMH needs and/or behaviour, which are reviewed with parents, the child, professionals and school staff at least three times per year. In setting SMART targets, and detailing provision and management strategies, regarding the child, school and family, stakeholders work together to ensure home/school collaboration and provision helps the child to overcome barriers to learning and progress.

(See Appendix 3)

All plans are written with the **child's needs at the centre**, using the voice of the child, using child and parent friendly speak wherever possible. It includes:

- Child friendly sheet which includes a 'quick look' at specific needs and support. Cover sheets vary dependant on whether the need is academic or SEMH.
- The positives and successes for the child, alongside their difficulties and needs.

- The child's **targets** (up to three), and the provision needed to help the child to achieve them. Targets are short, measurable, achievable, realistic and time-related (SMART) taking the small steps needed to allow the child to make progress on the relevant areas they are working on. A range of documents may be used to support in accurate target setting, such as the National Curriculum subject statements, National Curriculum Teacher Assessment Frameworks, Pre-Key Stage Descriptors, Autism Education Trust measures, recommendations and targets set by professionals from their assessments.
- The provision that is planned for the child, to enable them to meet their targets, and the support and strategies in place, are all **reviewed three times a year**, so that successes and weaknesses can be identified early and relevant changes made quickly.
- **Professionals' opinions**, recommendations and diagnoses.
- **The views of the child, the school and parents.**
- **Access arrangements** - the arrangement necessary for the child to be able to access assessments and perform to their full potential
- **Transition arrangements** – the things that need to be put in place in advance of moving to a new year group in order to ensure that they are well prepared

Should a child's needs be assessed as requiring **significant support beyond the notional school funding** available, when reviewing progress, the school or parents may deem it necessary to request an Education, Health and Care Needs Assessment. Children who have an Education, Health and Care Plan (EHCP), will have the plan reviewed three times a year, identifying and reviewing the small steps taken towards meeting the overarching annual targets. These updates will be made on an SEN profile to break down the large EHCP targets, into smaller, manageable chunks. The EHC will then be reviewed on the editable EHCP and/or using the Annual Review document, which will support and inform the Annual Review process for the EHCP.

To support gathering evidence of the nature of the child's needs and to measure the capacity of the school to meet these needs, the Lincolnshire Valuing SEND (V-SEND) Tool will be used, as part on the Lincolnshire High Needs Strategy. This tool identifies the areas of need for the child, the provision in place and how effective this is, and the overall capacity and ability for the school and parents to meet the child's needs at the current time.

Toolkit

Each child with SEND or an ECHP will have a personalised toolkit available to them at all times. This toolkit will include a cover sheet detailing targets and any special provision. It will then include concrete resources to help support the child access their Quality First Teaching, eg spelling mats, sound cards, regulation kits, universal scaffolding for subjects and/or new vocabulary along with any other additional resources deemed appropriate to support their learning.

This toolkit is instrumental in providing the evidence for as assessment.

Education, Health and Care Plans

“Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEND of the child or young person, the child or young person has not made expected progress, the school or parents should consider requesting an Education, Health and Care needs assessment.”

(SEND Code of Practice 0 – 25, 2014, p95)

Pupils with an EHCP will have access to all arrangements for pupils on the SEND register and, in addition to this, will have an Annual Review of their plan which the Local Authority SEND caseworker may attend.

Our school will comply with all local arrangements and procedures when applying for an Education Health and Care Plan and will ensure that all pre-requisites for application have been met through ambitious and pro-active additional SEN Support using our notional £6000 devolved budget at an earlier stage and completion of the V-SEND Toolkit.

Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with local LCC policy and guidance - particularly with regard to the timescales set out within the process. (See Appendix 4) We review the EHCP three times a year, including the Annual Review, using a workable copy of the plan and detailed in their SEN profile, and more times should this be needed. These amendments and adjustments are then ratified into a new EHCP formally during the Annual Review held once per year and the new EHCP is then produced by the local authority.

The Individual Healthcare Plan

The Individual Healthcare Plan (IHC), is a working document, written by the school, parents and the child, and using the views and recommendations set by other professionals. It is reviewed once a year, and shared with other agencies and professionals, and staff in school, as is deemed necessary to support the child, (See Appendix 5)

Provision for Children with SEN

The plans undertaken with children, their families, outside agencies and the school, as outlined above, aim to ensure all children with Special Educational Needs have **full access to a broad and balanced curriculum**, through making adjustments to enable them to reach their potential and for their needs to be met. Provision ranges from minor adjustments made to classroom practices such as strategic positioning of the child in class, through to individualised timetables and work programs that differ entirely to the age related expectations of the child. This will be dependent upon the severity of the child's needs. Full details of our Provision Planning, can be found in Appendix 6.

Assessment

Assessment and moderation of children with Special Educational Needs is **ongoing** through observations, marking, feedback and continuous assessment of children in class. Teachers and teaching assistants will contribute to the overall judgements that are made on whether targets have been met, and how the child is progressing towards reaching their individual potential.

Teachers meet at least once per term, to **moderate** judgements made on children's achievement and progress, with other teachers across the year group, and within year groups. Teachers also moderate with other schools at least once a year, to support their judgements.

Children who have specific targets set from evidence based intervention strategies, may have smaller, more frequent assessments, to track progress and achievement, all of which is recorded and maintained in the child's SEN files, for use by other professionals in contribution to the reviews.

Teachers meet at least three times a year to **analyse the achievements and progress** of children with Special Educational Needs, to identify when children are still not making sufficient progress to reach their potential, as 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*
- *widens the attainment gap*”

(SEND Code of Practice 0 – 25, 2014, p95)

SECTION 5 – Roles & Responsibilities

Management of Inclusion within our school

The Headteacher and the Board of Trustees have delegated the responsibility for the ongoing implementation of this policy to the Special Educational Needs Coordinator (SENCO). The SENCO is responsible for reporting regularly to the Headteacher and the link trustee with responsibility for SEND on the ongoing effectiveness of this inclusion policy.

All staff in school have a responsibility for maximising achievement, progress and opportunity of vulnerable learners – specifically, all teachers are teachers of pupils with special educational needs and disabilities. Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all pupils at all times.

- the Headteacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn
- the Headteacher and the Board of Trustees will delegate the day to day implementation of this policy to the Special Educational Needs Coordinator (SENCO)
- the Headteacher will be informed of the progress of all vulnerable learners and any issues with regard to the school's provision in this regard through:
 - analysis of the whole-school pupil progress tracking system
 - maintenance and analysis of data
 - analysis of key data summary and other reports including RaiseOnline, FFT, Local Authority reports
 - feedback from class teachers following Data Analysis Meetings

- regular meetings with the SENCO
- discussions with pupils and parents

Special Educational Needs Coordinator

In line with the recommendations in the SEND Code of Practice 2014, the SENCo will oversee the day- to-day operation of this policy in the following ways:

- co-ordinating provision for children with special educational needs
- understanding and monitoring the relevant spend on SEND from the school's devolved budget
- overseeing the appointment, deployment and operational management of support staff in relation to supporting pupils with SEND
- liaising with and advising teachers
- overseeing and quality assuring the records on all children with Special Educational Needs
- overseeing the relationships of parents of children with SEND, and class teachers
- contributing to relevant staff CPD
- implementing a programme of Annual Review for all pupils with an Education Health and Care Plan. carrying out referral procedures to the Local Authority to request additional funding and/or an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention (additional SEND support from devolved budget), that a pupil may have a special educational need which will require significant support,
- overseeing the smooth running of transition arrangements and transfer of information for all pupils on the SEND register
- monitoring and quality assuring the school's SEND procedures and all relevant documentation in accordance with the performance management for Teachers and Teaching Assistants
- evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with special educational needs)
- supporting teachers and senior leaders in liaising sensitively with parents and families of pupils on the SEND register, keeping them informed of progress and listening to their views
- attending area SENCO network meetings and training as appropriate
- liaising with the school's Link Trustee, keeping him/her informed of current issues regarding provision for vulnerable learners, including those with SEND (nationally, locally and within school)
- liaising closely with a range of outside agencies to support vulnerable learners

Pastoral Support (Emotional Literacy Support Assistant)

- the pastoral support will work with identified children to remove barriers to learning for vulnerable pupils including those with an EHCP and SEND. Support will include:
 - responding to the immediate needs of a pupil in crisis that cannot access classroom learning due to a social, emotional or mental health need
 - support increased transition arrangements rooted in SEND or anxiety
 - providing a 'safe place' for vulnerable children to go when they are struggling to access the classroom curriculum due to a pastoral or SEMH need
 - provide targeted evidence-based interventions that help to reduce and manage barriers to learning rooted in SEND, in particular those with SEMH needs
 - support and model excellent behaviour management strategies of pupils with additional needs, to maximise learning
 - monitor and support good attendance of pupils with SEND (above 90%) in order that they can maximise their learning opportunities in school
 - support pupils needing bereavement support

Class Teacher

- liaising with the SENCO to agree which pupils require additional support because of a special educational need and/or disability and need to go on the school's SEND register. Some of these pupils may require advice/support from an outside professional; this would include pupils with EHC Plans.
- securing good provision and good outcomes for all groups of vulnerable learners by :
 - providing differentiated teaching and learning opportunities
 - ensuring there is adequate opportunity for pupils with special educational needs to work on agreed targets which are genuinely "additional to" or "different from" those normally provided as part of the differentiated curriculum offer and strategies. (SEND Code of Practice 2014)
 - ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes for all groups of vulnerable learners.
 - Ensuring the day to day provision of the children through the SEND Plan and EHCP is being delivered through the implementation plan effectively.
 - Liaising with the SENCO should there be difficulties with the implementation of an SEN Plan or EHCP.
 - Keep up-to-date records on SEN profile
 - Meet with parents three times a year to discuss and review SEN Profile

Teaching Assistant

- liaising with the Class Teacher to discuss data, targets, set, facilitate and deliver relevant evidence based interventions and support the review of SEND Pupil Profiles at least termly
- securing good provision and good outcomes for all groups of vulnerable learners by :
 - facilitating more quality time for teacher-led interventions by providing relevant class teacher support as appropriate

- working on agreed targets with pupils with SEND which are genuinely “additional to” or “different from” those normally provided as part of the differentiated curriculum offer and strategies. (SEND Code of Practice 2014)
- maximising outcomes for all groups of vulnerable learners both within the whole-class setting and through small-group and 1:1 interventions

Training & Ongoing Professional Development for the Support of SEND

- In accordance with Section 6 of the SEND Code of Practice 2014, if appointed after September 2008, our Special Educational Needs Coordinator will be a qualified teacher working at our school and will have statutory accreditation. If a new SENCO is appointed, he/she will gain statutory accreditation within three years of appointment.
- The SENCO will regularly attend local network meetings and LA briefings
- All staff will be trained in how to best support all vulnerable learners in order to maximise their achievement as part of the school development plan and annual schedule of continuous professional development.
- Specialist advice and expertise in relation to assessment and support of individual pupils will be commissioned by the school from the open market. Service level agreements and quality assurance criteria will be put in place at the point of commissioning and the Headteacher and senior leaders will be responsible for reporting to trustees on the efficacy of these arrangements (including value for money). Our school will, wherever possible, join with other schools in joint commissioning and quality assurance arrangements.

Resources

- All SEND resources, equipment, books, sensory and other specialist equipment, will be funded by the devolved SEND budget.
- Teaching Assistant support for children with SEND, will be partly funded by the devolved SEND budget, up to £6000 support time a week.
- Specialist equipment and expertise in relation to its use will be purchased/hired/commissioned by the school from the open market, subject to the usual guarantees, service level agreements and quality assurance criteria. Our school will, wherever possible, join with other schools in joint purchasing/hire of equipment.
- All staffing appointments to support vulnerable learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised and recruited.

Partnership with Parents/Carers

The school aims to work in partnership with parents and carers. We do so by:

- working effectively with all other agencies supporting children and their parents
- giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing

- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- agreeing targets for all pupils, in particular, those not making expected progress and, for some pupils identified as having special educational needs, involving parents in the drawing-up and monitoring progress against these targets
- keeping parents and carers informed and giving support during assessment and any related decision-making process
- making parents and carers aware of the Parent Partnership services.
- providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language.

Involvement of Pupils

We recognise that all **pupils have the right to be involved in making decisions** and exercising choice. In most lessons, all pupils are involved in monitoring and reviewing their progress through the use of layered targets. We endeavour to fully involve all pupils by encouraging them to:

- attend and be involved in the review and target setting meeting where appropriate
- state their views about their education and learning
- identify their own needs and learn about learning
- share in individual target setting across the curriculum **so that they know what their targets are and why they have them**
- self-review their progress and set new targets
- (for some pupils with special educational needs) monitor their success at achieving the targets
- Be involved in any resources they think they need in their toolkit

Effective Transition

- **We will ensure early and timely planning for transfer** to a pupil's next phase of education and, in the year before the year in which they leave, will offer transition meetings to all pupils in receipt of SEND support and all those with EHCPs. Pupils with EHCPs will have next phase destinations and transition arrangements discussed at plan review meetings convened by the plan coordinator.
- A transition timeline will be produced, with specific responsibilities identified.
- Support for the pupil will be carefully planned and will include familiarisation visits and emotional support. Pupils will be included in all "class transition days" to the next phase but may also be offered additional transition visits.
- Pupils and parents will be encouraged to consider all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.
- Parents will be given a reliable named contact at the next phase provider with whom the SENCo will liaise

Admission Arrangements

No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision (*see Admission policy for the school, as agreed with the Local Authority*)

Complaints

If there are any complaints relating to the provision for children with SEND these will be dealt with in the first instance by the class teacher and SENCO, then, if unresolved, following the school Complaint Procedures.