

St Augustine's Catholic Primary School, Kenilworth

Special Educational Needs and Disability (SEND) Policy

The Mission Statement states the following:

MISSION STATEMENT

At St Augustine's Catholic School, we welcome everyone into our community where...

We live, love and learn together in the light of the life of Christ

The Special Educational Needs Policy is designed to ensure that each child realises his/her full potential, in the Christian environment of St Augustine's School. All policy decisions will reflect our commitment to the Special Educational Needs and Disability Code of Practice/Regulations (2014), the Equality Act 2010, (Advice Dfe 2013/2014), school SEND info Report Regulations, Statutory Guidelines on supporting pupils with Medical Conditions 2014 (also ref Warwickshire County Council updates March 2016), the National Curriculum 2014, Safeguarding Policy and Accessibility Plan.

The Governors wish the children to be confident, tolerant and caring towards each other, and able to take responsibility for themselves and others, imaginative and enterprising, able to learn independently and progress smoothly through the educational process.

1. Aims of the Policy

- 1.1 To provide a framework for identifying, assessing, supporting and reviewing pupils with SEND (Special Educational; Needs and Disability) which everyone understands and follows.
- 1.2 To ensure that all children, regardless of sex, race, religion or infirmity will have equal access to all areas of the curriculum.
- 1.3 To ensure that what is taught and how it is taught matches individual pupil's abilities and strengths.
- 1.4 To ensure the most effective use of staffing, resources and accommodation.
- 1.5 To demonstrate that school procedures are consistent with those of County Policy and National Guidelines.
- 1.6 To develop communication and co-operation with parents at all levels of the child's progress.
- 1.7 To recognise the crucial bearing on a child's educational progress of parental information and collaboration.

2. Identification

- 2.1 Children with special educational needs may be identified through:
- Baseline Assessment - when admitted to the school
 - Early Years Foundation Stage Profile
 - Key Stage SATs - Year 2 & 6
 - Termly assessments (Years 1-6)
 - Middle Infant Screening in Y1
 - Phonic Assessments
 - From information from parents and other agencies (e.g. speech therapists)
 - By the awareness of the class teacher
 - From information shared with feeder Nurseries
- 2.2 Initial testing is of a diagnostic nature and occurs in Reception class. It gives early indication of strengths and weaknesses.
- 2.3 The class teacher is directly responsible for his/her pupils, and is in a key position to observe the pupils response in the classroom, to recognise the child who is experiencing difficulties in any area of learning/behaviour and social skills, and to adopt a variety of approaches to meet the needs of the child.
- 2.4 In July, based on previous knowledge of child, using NC guidelines, end of year assessments and Foundation Profiles, the teacher fills in Class SEND Register which is passed on to SENCO.

3. National Curriculum

- 3.1 Testing takes place at the end of Key Stages 1 & 2 and MIST assessments in Year 1.
- 3.2 Close liaison with parents through open evenings, and an open door policy, encourages early identification of difficulties experienced both at home and in school.
- 3.3 Records and reports from support agencies, previous schools and nurseries inform and alert us to possible needs of the child.
- 3.4 All children with learning difficulties will have full access to the national Curriculum through differentiated work and support.
- 3.5 All teachers' plans include differentiated learning which caters for a range of abilities in their classrooms, ensuring that all children receive their full entitlement of the National Curriculum / EYFS
- 3.6 Regular assessment of children's learning helps teachers to identify as soon as possible when a child may be experiencing difficulties in their learning.

4. Addressing the Needs of the Individual Child

Definition of SEND:

Pupils have special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for him/her, namely provision **which is additional to or different from** that normally available in a differentiated curriculum.

If they:

- a) Have a significantly greater difficulty in learning than the majority of pupils of the same age, or
- b) Have a disability which prevents or hinders him/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.
- c) A child under compulsory age has special educational needs if he/she falls within the definition at (a) or (b) above, or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

Pupils will not be regarded as having a learning difficulty solely because their home language is different from the language in which they will be taught. We will consider each child's needs with reference to other, non-SEND issues that may impact on progress and attainment as part of our inclusive values. For example; disability, attendance and punctuality, health and welfare, being in receipt of the Pupil Premium grant, being a Looked After Child, and being a Service child. At St Augustine's we will recognise and respond to a specific need including SEND. We ensure that parents/carers are informed that provision is being made for their child. There may be times in a pupil's school career when they are identified as having a Special Educational Need. These pupils will be provided with intervention and/or support that is additional to or different from the normal differentiated curriculum. This may be on an ongoing basis or for a limited time. Many pupils with sensory and/or physical disabilities may require adaptations made as reasonable adjustments under the Equality Act 2010. The head teacher will be fully informed about all aspects of provisions for meeting special educational needs.

Areas of Special Educational Need:

Under the SEND Code of Practice 2014 pupils identified as having a special educational need (SEN) will be considered within one or more of the following categories of need.

Cognition and Learning:

Children with learning needs may learn at a slower pace than other children and may have difficulty developing literacy or numeracy skills or understanding new concepts. Learning needs may be in addition to or as a result of other special educational needs. Children with a specific learning difficulty (SpLD) will have difficulties related to one or more of the following - dyslexia (reading and spelling), dyscalculia (maths), dyspraxia (co-ordination) and dysgraphia (writing).

Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLT), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Cognition and Learning needs include:

- Specific learning difficulties (SpLD).
- Moderate Learning difficulties (MLD).
- Severe Learning difficulties (SLD)
- Profound and multiple learning difficulties (PMLD).

Social, Emotional and Mental Health Difficulties:

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. Social, Emotional and Mental Health Difficulties include:

- ADD
- ADHD
- Attachment Disorder

Communication and interaction needs:

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or because they do not understand or use social rules of communication.

The profile for every child with SLCN is different and their needs may change over time.

They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times in their lives. Children with autism, including Asperger's Syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others. Communication and interaction needs include:

- Speech, language and communication need (SLCN).
- Autism (including Asperger Syndrome).

Sensory and/or Physical needs:

Some children require special educational provision because they have a disability and this prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children with an MSI have a combination of vision and hearing difficulties. Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers. Sensory and/or physical needs include:

- Visual impairment (VI).
- Hearing impairment (HI - including Deaf and hearing impairment).
- Multi-sensory impairment (MSI - sometimes referred to as (Deafblind)).
- Physical disability (PD).

Procedure

- a) Identification - Alert/Early Years Alert
Within this stage are those children who are catered for through the class teacher's normal differentiation. Class teacher will continue to monitor and provide work and support as necessary. Parents will be informed of concerns.
- b) Identification - SEND support
When a child has not made satisfactory progress through normal differentiation. The class teacher or the SENCO provides interventions that are additional to or different from those provided as part of the school's usual differentiation and strategies. Parents will be involved in all decisions, with an invitation to 'drop-in' sessions for concerns to be discussed on a casual basis. Where possible the child will be involved in the decisions.
SENCO takes the lead in further assessment, monitoring and reviewing process. The class teacher is responsible for daily planning, writing individual targets and provision mapping, delivery of individual targets and provision mapping information, observations and extra help given needs to be recorded. At this point, if progress is still unsatisfactory and after consultation with parents, the SENCO will invite external support services. These services will see the child to advise staff on new targets, provide more specialist assessment or give advice on strategies. Targets will be set and assessment criteria agreed. Where possible the child will be involved in the process.

5. Teaching arrangements

- 5.1 No pupil will be refused admission to school on the basis of his or her special educational need, in line with the Equality Act 2010 - we will not discriminate against disabled children in respect of admissions for a reason related to their disability. We will provide effective educational provision.
- 5.2 Groupings are flexible and appropriate to the task. Children with SEND are never grouped permanently on ability.
- 5.3 Support is generally offered in class, to maintain continuity and integration. When appropriate, children will work on individual targets - with support, one to one, or in a small group. Specific objectives are agreed in these situations, and success is regularly monitored.
The Governors have provided Teaching Assistant time, to be guided by the Head and Class teacher, to support pupils with special education needs.
Some individuals will have his/her own allocation of TA time.
- 5.4 Content is suitably planned and differentiated to ensure all children have access, and can achieve capacity. Particular attention is paid to differentiation within the task, and to differentiated teacher explanation and support. Targets for children with SEND are recorded on Lesson plans and / or IEPs depending on the level of need.
- 5.5 Setting and Sharing Targets. All teachers set measurable and achievable targets. These are always shared with the child and communicated to parents at the parent's consultation evenings, which occur three times a year. Children will be catered for through whole class provision mapping which is reviewed each half

term by class teachers; parents will be consulted through normal parents evening procedures. An IEP will be written and reviewed by parents and all staff involved three times a year for school action plus and statemented children. Children are encouraged to contribute to the setting of targets. Children are praised frequently for their successful efforts and are helped to handle less successful outcomes as part of the learning process.

- 5.6 Effort and attainment by SEND pupils will be acknowledged using the school's award system, achievement assemblies, House system and within the classroom situation.
- 5.7 Independence and responsibility are developed by encouraging children to make choices. Some children need a great deal of support with this, and making resources accessible, limiting choice to one or two alternatives, demonstrating how to reflect on learning, and providing children with realistic areas of responsibility, are methods practiced by teachers at St Augustine's.
- 5.8 Monitoring and Reviewing Learning. Continuous assessment enables constant review of learning outcomes, and adjustments are made accordingly to work plans, to meet the needs of those specific children. Provision mapping will be reviewed by the class teacher each half term. IEPs in general terms are reviewed and revised on a termly basis by those involved in the child's learning, including parents.
- 5.9 Arrangements for INSET. Staff meeting time is set aside to discuss all aspects of SEND. The SENCO and support staff regularly attend courses and meetings in order to keep abreast of current practice and opportunities.
- 5.10 Links with other main stream schools are established by the use of comprehensive records and consultation, to ensure continuity of appropriate support.

6 Resourcing SEND

- 6.1 It is the school policy to extend the work of the teacher by utilizing teaching assistants and voluntary parental help.
- 6.2 A bank of resources including ICT is available in the support room for the staff addressing SEND. Resources from Specialist Agencies are available on request. Items for SEND are bought when the need is identified, or after 'consumer testing'.
- 6.3 The concern for children with special educational needs and disabilities is reflected by the commitment of the Head teacher and Governors who are constantly reviewing the budget, resources and staff available to meet the needs of these pupils.

7. Responsibilities

7.1 The Governors

- have regard to the Code of Practice when carrying out their duties towards all pupils with SEND within the context of resources of the school.
- do their best to ensure that the necessary provision is made for any pupil who has special educational needs and /or disabilities.
- ensure that the needs of the child with special educational needs and / or disabilities are made known to all those who are likely to teach him or her.
- ensure that teachers in the school are aware of the importance of identifying and providing for those pupils who have SEND.
- report annually to parents on the school's policy for pupils with SEND
- ensure that the pupils join in the activities of the school together with pupils who do not have SEND, so far as is reasonably practical and compatible with the pupil.
- monitor that pupils receive the necessary special educational provision, and the efficient use of resources.
- ensure that there are regular recorded meetings between SENCO and named governor

The Governor with responsibility for SEND is Mrs. J Hill

7.2 Senior Management will

- ensure that information relating to the SEND of pupils is sought on their admission. Where a pupil has identified needs, this information will be made available to all staff involved in teaching the child and others on a need to know basis.
- ensure that SEND pupils are never grouped permanently on ability and have full access to the National Curriculum.
- provide timetabled opportunities for small group and individual teaching provision to meet pupils' identified special educational needs which cannot be met through normal class teaching arrangements.
- provide timetabled opportunities for in-class support to meet the SEND of identified pupils as recorded on their IEPs/Provision Maps.

7.3 SEND Co-ordinator in conjunction with the Headteacher is responsible for:-

- the day to day operation of the school's SEND policy
- liaising with staff on SEND matters
- coordinating provision for children with D & SEN
- maintaining the SEND register and overseeing the records on all pupils with SEND
- contributing to the in-service training of staff
- liaising with external agencies including the Educational Psychology Service and other support agencies, medical and social services and voluntary bodies.
- regular consultation with parents

The SENCO for St Augustine's is Miss H Scott

7.4 Class Teacher

- will indicate the kind of arrangement which will need to be made to ensure access to the National Curriculum for individual pupils.
- will indicate on planning the resources and personnel to provide support for individual pupils.

- will identify appropriate learning targets and provide a regular record of achievement for pupils with SEND and regularly monitor and review all targets.
- will set targets and write IEPs for pupils with SEND

7.5 Learning support staff

- work together with the class teacher towards targets agreed on IEPs
- carry out work planned by class teachers
- are involved in setting and reviewing targets in consultation with Class Teachers

7.6 Support Services

EIS Early Intervention Service
 IDS Integrated Disability Service
 Speech and Language Support Service
 Educational Psychology Service
 Clinical Psychologist
 Local Health Authority Clinics
 Educational Social Worker
 Social Services
 Inter Cultural Support Services are all available to us.

8. Further Documentation

Mission Statement
 Equal Opportunities Policy
 Inclusion Policy
 Health & Safety Policy
 Code of Practice
 Warwickshire Guidelines
 Safeguarding File

9. Communication of Special Education and Disability Needs

- 9.1 The SEND Policy is available to all parents on request
- 9.2 New parents are informed of special needs organization in the school at their introductory meeting held in May each year.
- 9.3 Policy, procedure and proformas for informing parents of SEND needs are located in the Staff Handbook and Policy File located in the staff room.
- 9.4 Staff are involved in SEND issues regularly each term through staff meetings and at Key Stage meetings.
- 9.5 A SEND report is given to the Governors termly through the Headteacher's reports.
- 9.6 The work of the school to address Special Educational Needs and Disability is discussed regularly with a member of the Special Needs Support Service whose expertise is bought in through delegated funding for Special Needs.

Agreed by staff-----

Agreed by Governors -----