



St Augustine's Catholic Primary School

SEN and Disability Policy

October 2017

St Augustine's Catholic Primary School



Single Equality Entitlement. This Policy should be read in conjunction with the Single Equality Policy. The general equality duty requires that, in the exercise of their functions, schools must have due regard to the need to eliminate unlawful discrimination, harassment, victimisation and other conduct prohibited by the Equality Act 2010. St. Augustine's endeavours to advance equality of opportunity and foster good relations for all.

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice: 0 to 25 (July 2014), and has been written with reference to the following guidance and documents:

- Equality Act 2010: Advice for schools – (DfE May 2014)
- SEND Code of Practice 0 to 25 (July 2014)
- Schools SEN Information Report Regulations (2014)

SPECIAL EDUCATIONAL NEEDS AND DISABILITY – SCHOOL INFORMATION

The Headteacher has overall responsibility for Special Educational Needs and Disability at St Augustine's Primary School.

The designated teacher responsible for coordinating SEND provision for children/young people is: Mrs Jane Gardiner. This person is a member of the Senior Leadership Team.

The person co-ordinating the day to day SEND and disability provision for children/young people at St Augustine's Primary School is: Mrs Jane Gardiner.

The Governor with oversight of the arrangements for SEN and disability is: Mr Sam Newington

School Motto To be the best you can be.

Ethos Statement Lead us Lord
 To Act Justly
 To love tenderly
 To walk humbly

AIMS AND OBJECTIVES

St Augustine's Primary School has high aspirations for all children identified as having SEND in our school. We strive to ensure that all children achieve their best, that they become confident individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education or training.

AIMS

- To create an atmosphere of encouragement, acceptance, respect of achievements and sensitivity to individual needs, in which all children can thrive.
- To identify at an early age, individuals who need extra help and support.

- To enable each child to take part and contribute fully to school life.
- To develop individuals' self-esteem.
- To provide access to and progression within the curriculum.
- To involve children in planning to address and monitor their special educational needs and or disability.
- To work in partnership with parents to support children's learning and health needs.
- To provide quality training for staff that suggests strategies that help them to support children with special educational needs and disability.

OBJECTIVES

- To identify and provide for children who have special educational needs and additional needs
- To work within the guidance provide in the SEND Code of Practice, 2014
- To operate a "whole child, whole school" approach in the management and provision of support for children with special educational needs or disability
- To employ a Special Educational Needs Co-ordinator(SENCO) who will work within the bounds of the SEN Inclusion Policy
- To provide support and advice to all staff who work with children with special educational needs.

ROLES AND RESPONSIBILITIES

The Governing body will exercise their duty and have regard to the Children and Families Act 2014 and the Equality Act 2010. This will include ensuring that St Augustine's Primary School arrangements supporting disability and medical conditions, equality, school and SEND information pertinent to the SEND Policy are published. All of this information is on the school website and hard copies can be requested from the school office.

The staff member responsible for Pupil Premium is Mrs Jacqui Clark.
The Governor responsible for Pupil Premium is Mrs Sian Lydford.

ADMISSION ARRANGEMENTS

St Augustine's Primary School uses the local authority arrangement for School Admissions. The agreement is mindful of national requirements supporting all children, including those who are disabled, in a fair and non-discriminatory way, when securing admission to school. In addition to this St Augustine's Primary School makes appropriate reasonable adjustments to accommodate those who are disabled. Where adaptations are required to support physical or medical needs, St Augustine's Primary School liaises with the local authority and Plymouth CAST, health services and parents / carers to ensure that appropriate arrangements are made to meet individual medical conditions. More information can be found in the Local Offer information held on the local authority's website.

FACILITIES FOR THOSE WITH SPECIAL EDUCATIONAL NEEDS / DISABILITY

The school has an Accessibility Plan that is monitored, reviewed and reported upon annually to the Governing Body in compliance with legal requirements. We are mindful of the duties under the Equality Act 2010 as amended in September 2012 to provide Auxiliary Aids and Services where appropriate as detailed in 'The Equality Act 2010 and schools – (May 2014)'. We comply with the requirement to support children with disability as defined by the Act.

SEN INFORMATION AND LOCAL OFFER

The school website holds information about SEND and specific information about how children with SEND are supported in the curriculum and around the school. We comply with the statutory requirement to publish SEND information as specified in paragraphs 6.79 to 6.83 of the SEND Code of Practice: 0 to 25. This information is kept under review and updated regularly in liaison with parents / carers, governors and staff.

We publish further information about our arrangements for identifying, assessing and making provision for children with SEND on the local authority's website. This can be found at www.dorsetforyou.com/local-offer using the search engine to find our school or other Dorset schools. The local offer website holds a directory of facilities and resources available from many services within Dorset.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

The SEND Code of Practice: 0 to 25 (*July 2014*) identifies SEND under four broad areas of need (sections 6.28 to 6.35):

- i. Communication and Interaction.
- ii. Cognition and learning.
- iii. Social, emotional and mental health difficulties.
- iv. Sensory and/or physical needs.

Children may have needs in more than one category and we aim to ensure that individual plans match personal learning requirements.

St Augustine's Primary School staff use a wide range of tools to assess the amount and level of SEN needed support required. These include:

a. Before a child starts at the school (for Primary phase):

Our foundation stage teacher may visit children at home or in their previous setting before they start to talk to their parents and identify any concerns they may have. Through our links with the local Playgroups, Nurseries and Families Specialist Services we are able to identify children who may require more support well before they join our foundation unit. We may also involve:

- Educational Psychology Service
- Physical Disability Support Service
- Agreed liaison with school doctor; health visitors

b. In School:

All teachers are teachers of pupils with special educational needs and are responsible for identifying pupils with special educational needs as early as possible. This could be through:

- Teacher observation
- Teacher assessment
- National curriculum assessment
- Screening or assessment tools used including Chris Quigley Pebbles/P scales where appropriate
- Information passed on from previous schools

- Information from parents

The class teacher will raise any concerns by completing a 'concern referral form' which will then be passed to the SENCO. The SENCO will then discuss this with the class teacher and gather together information about the pupil before working with the staff involved to decide on any action that needs to be taken.

c. Children who enter mid-year or after foundation year:

- SENCO liaises with staff from leaving school.
- Teaching assistant may visit the child in leaving school.
- All paper work is transferred on admission of SEN pupil.

Learning needs are managed either by using additional support' or by having an Education, Health & Care Plan (EHCP). The majority of children with special education needs or disability will have their needs met by the school

Our staff are responsible and accountable for the development and progress of the children in their class, including where they access support from Teaching Assistants or specialist staff.

High quality teaching, differentiated for individual children, is the first step in responding to children who have or may have learning needs. This is known as a 'graduated response'. We regularly review the quality of teaching for all children, including those at risk of underachievement. Where it is clear that additional intervention is not resulting in progress, it is possible that a child may have special educational needs. If a child has been identified as having special educational needs a progress plan will be actioned and the school will keep a careful record of this in order to monitor progress.

Where it is decided that a child does have SEND, the decision should be recorded in the school records and the child's parents / carers **must** be informed that special educational provision is being made.

The SENCO will use the school's tracking system and comparative national data and expectations to monitor the level and rate of progress for children identified with SEND.

Staff monitor the progress of all children to identify those at risk of underachievement. We recognise that needs are sometimes affected by other factors which are not educational but nevertheless impact on learning. These are identified as far as possible and addressed appropriately using additional processes and other strategies. Examples may include:

- Attendance and punctuality
- Health and welfare
- English as an Additional Language
- Pupil Premium
- Looked After Children
- Service children
- Disability where there is no impact on progress and attainment.
- Behaviour where there is no underlying SEND
- Bereavement and family issues.

MANAGING SEND CHILDREN IN OUR SCHOOL

Where a child is identified as having SEND and or a disability, St Augustine's adopts a process of

“Assess, Plan, Do, Review”. This method is detailed in the SEND Code of Practice: 0 to 25 (July 2014) sections 6.45 to 6.56. The principle is firmly embedded in working closely with parents / carers and children to agree, action and monitor individual progress over time so that special educational needs for all children are addressed appropriately, effectively and with good outcomes.

We Support children with special educational needs by:

- Specially prepared learning materials
- The use of appropriate ICT equipment
- Deployment of teaching assistants
- Individual and group teaching sessions/support sessions
- Specialist equipment/resources
- Signing and assisted communication
- Using specialist intervention programmes within the Waves of Provision
- Social skills programmes
- The role played by school in social services' assessments
- Seeking support and involvement from Outside Agencies/specialists.

Special Needs Register

When we identify that a pupil has special educational needs and this has been discussed with parents, we place them on the Special Needs Register. The criteria we use to identify children as having a special educational need is detailed below:

- A child is working 2 or more years behind their peers and is not making adequate progress and are in need of different or additional provision to that of their peers.
- A child has a medical diagnosis of a condition that requires them to have a significant amount of additional support in order for them to access the same educational provision as their peers and this support is required in order for them to make adequate progress.
- Children who receive HLN (Higher Level Needs Funding) or AFN (Additional Family Needs funding)

All children in school have educational targets set regularly. If the class teacher and SENCO feel that a child need targets in addition to the targets already in school which address their specific Special Educational Needs then they may be given a Progress Plan.

Long term outcomes and termly targets on the Progress Plan are based on collaboration between all the parties involved i.e. the child, parent, SENCO, Teacher and Teaching Assistant.

Staff work hard to ensure that the targets are:

- Specific
- Measurable
- Achievable
- Relevant
- Time limited

Parents are involved in putting together this plan and in reviewing it three times a year.

Prior to September 2014, there were two levels to the SEN Register (School Action and School Action Plus). The new code of practice in July 2014 adjusted this so there is now just one level to the SEN register.

Record-Keeping

We record all the steps taken to meet pupil's special educational needs. The SENCO is responsible for these records and for making sure they are made available to others who need to see them. The records kept for a pupil with special educational needs may include:

- Information from previous schools
- Information from parents
- Information on progress and behaviour
- Information about levels and use of additional support
- Provision maps detailing the support they have been given and the impact it has had.
- Personal Profiles
- The child's own views of their needs
- Information from Health/Social Services
- Information from other outside agencies e.g. Speech and Language Reports, Paediatrician Reports,

MONITORING AND EVALUATION OF SPECIAL EDUCATIONAL NEEDS & DISABILITY

The school's Governing Body has a duty to evaluate the provision school makes for pupils with SEN.

- Parent's views are sought through questionnaires.
- The progress of pupils with SEN is measured.
- External support services are used if a need is identified.
- Pupils' views are sought on what helps them to learn effectively through individual discussions with teachers and the SENCO.
- The school is constantly striving to improve its provision for SEN through performance management and the continuing professional development of all its staff to meet the full range of SEN within the school.
- All pupils are encouraged to participate fully in the life of the school.

COMING OFF THE SEND RECORD

A child will be removed from the SEND Record if it is deemed that they have made sufficient progress over a period of time and are able to access the curriculum successfully. It is possible that some children may require support for particular aspects of their learning which may be due to their underlying learning issues. All children will be monitored and their progress tracked so that staff will be alerted to potential learning issues. For some children it is possible that they will dip in and out of additional support throughout their school experience; parents will be consulted at each stage if support is provided or when it will cease.

A child with an EHC Plan will follow the statutory guidance for ceasing an EHC Plan as set out in the Code of Practice. The ceasing of an EHC Plan is determined by the local authority where a child no longer requires the special education provision as specified in the EHC Plan.

However a child's progress will continue to be monitored by using the school's tracking systems.

STORING AND MANAGING INFORMATION

All data including data stored electronically is subject to Data Protection law.

All paper records will be held in line with the school's policy/protocol on security of information.

SUPPORTING CHILDREN WITH MEDICAL CONDITIONS

St Augustine's Primary School will work within the statutory guidance, Supporting Pupils at School with Medical Conditions – (DfE April 2014). We will comply with the duties specified under the Equality Act 2010. We recognise that provisions relating to disability must be treated favourably and that St Augustine's Primary School are expected to make reasonable adjustments in order to accommodate children who are disabled or have medical conditions. (See the school's policy on "Supporting children at school with medical conditions".)

TRANSITION ARRANGEMENTS

St Augustine's Primary School is committed to ensuring that parents / carers have confidence in the arrangements for children on entry to our school, in the year to year progression and at the point of exit and transition to the next school. Staff will discuss these arrangements with parents / carers and agree the information that should be passed to the next phase of education.

For children with a current Statement of Special Educational Need, the local authority aim to move all with Statements on to Education, Health and Care Plans by 2018. Children for whom a request for assessment is made for an EHC Plan will be assessed using the SEND Code of Practice: 0 to 25 (DfE - July 2014) and if appropriate, issued with an EHC Plan. During this interim period, both documents will be respected and managed using the new SEND Code of Practice.

TRAINING AND RESOURCES

Training needs are identified through a process of analysis of need of both staff and children as and when required.

The SENCO will provide information on specific needs for new staff.

The school is part of the Chesil Partnership and accesses a wide range of training opportunities through this and from Dorset County Council. In addition, the school is part of the East Area of Plymouth CAST and accesses training from this cluster as well.

Additional training may also be arranged to support specific medical needs and will be arranged in conjunction with medical professionals.

SEN INFORMATION

St Augustine's Primary School presents its SEN information in three ways:

- i. by information placed on the school website which can be found at:
www.staugustines.dorset.sch.uk
- ii. by following the link from the school website to the local authority's Local Offer website;
- iii. through information contained in this policy which is also published on the school website.

All information can be provided in hard copy and in other formats upon request. Alternatively, families without internet access may visit the school to use IT facilities to view the school and local authority's websites.

ACCESSIBILITY

St Augustine's Primary School publishes its Accessibility Plan on the school website. Further information about our school's accessibility can be found on the local authority's *Local Offer* website.

COMPLAINTS

It is hoped that all situations of concern can be resolved quickly through discussion and early action. However, if a parent / carer feel that their concern or complaint regarding the care or welfare of their child has not been dealt with satisfactorily, an appointment can be made by them to speak and explain the issues to the SENCO.

St Augustine's Primary School publishes its Complaints Policy on the school website.

REVIEWING THE SEND POLICY

This policy will be reviewed and updated annually.