

# St Augustine's Catholic Primary School



*'Serve the Lord in Gladness'*

## Special Educational Needs and Disability Policy



## Vision

At St Augustine's RC Primary School our vision for children with special educational needs and disabilities is the same as for all children - that they fulfil their potential through enjoying, achieving and celebrating their learning by keeping Christ at the centre of all they do. That they each have high aspirations and are aware that they are known, valued members of their community.

We believe that all children have an equal right to an education which enables them to fully develop their personal, social and intellectual potential and become lifelong learners fulfilling their Christian mission and moral purpose.

At St Augustine's RC Primary School, we have a commitment to high achievement and we strive to provide all our children with an outstanding education matched appropriately to their particular needs. We see high quality provision as essential and believe that channelling our energies into working closely together with other Catholic schools to provide outstanding education will bring high aspirations into reality.

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## **STATEMENT OF INTENT**

At Saint Augustine's Primary School, we aim to ensure that the curriculum provides an opportunity for growth through the acquisition of skills and knowledge in a Catholic setting. We aim to create a school environment, which nurtures the whole child, allowing for the development of each individual's potential, providing a framework for living where sound relationships can be established and the dignity of the individual is nurtured and valued.

This policy is a statement of the aims, principles and strategies for teaching and learning of children with Special Educational Needs in Saint Augustine's School. It has been devised through consultation with governors and members of staff. As with all our other documentation it must be read in conjunction with our School Mission Statement and School Aims.

It will be reviewed annually as an integral part of the School Improvement Plan.

***Love One another as I have loved You***

***John 13:34***

### **Aims**

As outlined in the *SEND Code of Practice, 2014*;

*All children and young people are entitled to an education that enables them to make progress so that they:*

- *achieve their best*
- *become confident individuals living fulfilling lives*

A pupil has Special Educational Needs where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age and is within the four broad areas of need:

- communication and interaction
- cognition and learning
- social, emotional and mental health difficulty
- sensory and or physical need

At St Augustine's Primary School our objectives are;

- To identify and provide support for pupils who have SEND and additional needs
- To work within the guidance provided in the SEND Code of Practice 2014
- To provide an environment whereby a child has the opportunity to make progress academically, socially, emotionally and physically as part of a mainstream school
- To create a support structure to enable individuals to achieve

### **Vulnerable Pupil Support Team**

At St Augustine's Primary School, the needs of our pupils are monitored by the class teacher, the teaching assistants, the SENDCo and leadership team.

Key People related to vulnerable learners:

- Mr. Martin Macaulay (Executive HT) – designated deputy safeguarding lead (DDSL)
- Mrs. Lucy Rehbohm (Head of School) – Designated safeguarding lead (DSL)
- Mrs. C. Dunning – SENDCo (NASENDCo qualification pending)
- Mrs. Teresa Lyth – nominated SEND Governor
- Mr. Karl Bramwell – nominated SEND Governor

### **The Role of the SEND Co-ordinator**

The Special Educational Needs and Disability Co-ordinator (SENDCo) for St Augustine's Primary School is Mrs. C. Dunning.

The SENDCo will:

- Work in conjunction with staff to identify and monitor children who have SEND
- Attend termly meetings with each year group staff to review progress
- Oversee the SEND records of all children on the SEND register
- Arrange for assessments by external agencies, where appropriate, and ensure parents are informed
- Arrange referrals to external agencies when/where appropriate e.g. CAMHS, The Bungalow Project, REACH
- Liaise with external agencies e.g. Educational Psychologist, Health and Social Services

- Work with the Executive Head Teacher, Head of School, SLT and SEN Governors evaluating information and informing them of any issues

### **Identification, assessment and provision for pupils with SEND**

In the continuous cycle of planning, teaching and assessment (Assess-plan-do-review cycle), teachers and support staff make regular judgements about children’s performance in relation to national expectations. These judgements will be discussed at Pupil Progress Meetings.

We also identify SEND needs through;

- information directly given by parents
- data gathered from in school assessments
- recommendations from other professionals; Health and Social Care

There should not be an assumption that all children progress at the same rate, a judgement has to be made in each case as to what is reasonable for each child to achieve. Where progress is not adequate it will be necessary to take some additional or different action to enable the pupil to learn more effectively.

### **Parental Consent for SEND Register**

Before a pupil is placed on the SEND register consent will be sought from parents by the class teacher and/or SENDCo. A written consent form will be obtained; which parents are asked to sign. This is kept in the child’s file, along with any subsequent documentation.

### **Levels of identification of SEND need;**

<i>Level</i>	<i>Triggers</i>	<i>Process</i>
Monitor	<p>If a child has been identified by the Class teacher and year group team as failing to make progress they will monitor the child (Assess-plan-do-review cycle).</p> <p>Discussions will be held at Pupil Progress meeting.</p>	<ul style="list-style-type: none"> <li>● Areas of difficulty will be established</li> <li>● Discussions with parents- Cause for Concern record completed</li> <li>● Some strategies and differentiation of the curriculum will be initiated</li> </ul>

		<ul style="list-style-type: none"> <li>● <a href="#">Wave 1</a> interventions (see grid below)</li> </ul>
Vulnerable Pupil	<p>As above but the cause of lack of progress is believed to be due to;</p> <ul style="list-style-type: none"> <li>● poor attendance and punctuality</li> <li>● LAC</li> <li>● medical needs</li> <li>● behaviour issues</li> <li>● emotional difficulties</li> </ul>	<ul style="list-style-type: none"> <li>● Vulnerable Pupil Support Team will discuss support with team around the child and parents. Support may include;</li> <li>● Parent support</li> <li>● Play Therapy</li> <li>● CAF</li> <li>● EWO</li> <li>● School Nurse</li> <li>● Home/School Agreement</li> <li>● REACH</li> <li>● Kate Hilyard Services</li> <li>● My Family Plan</li> <li>● The Bungalow Project</li> </ul>
SEN Support	<p>After a period of monitoring (1 term), if a child;</p> <ul style="list-style-type: none"> <li>● continues to make little or no progress over a longer period,</li> <li>● is working at curriculum levels substantially below that expected of a child of a similar age</li> <li>● has sensory or physical needs and requires specialist equipment or regular advice or visits a specialist service</li> <li>● has on-going communication or interaction difficulties which cause substantial barriers to learning.</li> </ul> <p>Even when teaching approaches are particularly targeted, in discussion with parents, they may be placed on the SEN register.</p>	<ul style="list-style-type: none"> <li>● Specific targeted support will be initiated</li> <li>● Further assessments may be arranged</li> <li>● Referral to outside agencies e.g Educational Psychologist, CAMHS, Learning and Language Team</li> <li>● <a href="#">Wave 2</a> interventions</li> <li>● Application for High Needs Funding – when appropriate</li> </ul>
EHCP	<p>If a child;</p> <ul style="list-style-type: none"> <li>● continues to make little or no progress in relation to specific targets,</li> <li>● continues to work at curriculum levels substantially below that expectations</li> <li>● requires specialist equipment or regular specialist support</li> </ul> <p>It may be decided, in discussion with parents and multi-agency meetings that there is a need to apply for EHCP.</p>	<ul style="list-style-type: none"> <li>● Plan and track targets</li> <li>● Work with support services</li> <li>● Work with parents</li> </ul>

### Pupil Progress Meeting

Each term, pupil progress meetings are held by the SLT with every year group to discuss the progress of children identified as having additional needs. Individuals and groups of children will be targeted for specific interventions to help raise their attainment (see Intervention strategies). Discussions are shared on progress and any continuing concerns where the SENDCo offers advice and support. Termly discussions are also held with parents to detail interventions that their child is having in school and additional meetings are held with the SENDCo to discuss progress where necessary.

SEN Support Plans (SSPs) or Individual Education Plans (IEPs) are in place for all children on the SEND register.

Targets are reviewed and evaluated termly and progress is monitored. If a child is seen to be making progress in line with peers they will continue to receive support, where needed, but discussions will take place with the class teacher and parents, as to if they need to remain on the SEND register.

### **Parents' meetings**

Parents are invited to discuss their child's progress with the class teacher and SENDCo once every term. Should the need for further meetings arise an open door policy is in place. Parents also have the opportunity to meet with class teachers formally twice a year at Parents' Evenings and more informally as and when the need arises.

### **High Needs Funding**

Where a child's special educational needs can be met in a mainstream setting with some additional support that exceeds a school's notional funding, applications can be made to access High Needs Funding through the Local Authority (LA). Applications will be made at a school's discretion and a peer moderation process will take place. Parents will be informed should this happen.

### **Children with Education Health Care Plans (EHCPs)**

Where the SENDCO makes an application for an EHCP to the Local Authority, the child will have demonstrated significant cause for concern. Parents will have been consulted as part of an on-going dialogue. The EHCP Pathway will be followed and schools will carry out the recommendations that are agreed to.

### **Monitoring**

The SENDCo evaluates the school's SEND provision as part of the School Improvement Plan. Regular meetings are held between SENDCO, Executive Head Teacher and Head of School. The Designated Governor is kept informed about SEND developments at governor's meetings, regular meetings with the SENDCo and visits round the school.

The SENDCo is given half-day release each week to monitor SEND provision, attendance and pupil progress.





## Intervention Strategies to Support Children with SEND

A **Graduated Response** is adopted for children identified as having SEND. Work is differentiated and children / groups are supported at the appropriate level to provide specific, targeted interventions.

Interventions include:

Wave 1 - Quality First Teaching	Differentiated work Daily in-class support with TA Small group maths and English support 1:1 tuition BLAST Letters & Sounds / Phonics intervention Speech and Language Therapy ELS EAL support Lexia Rapid Reading Boosting Reading @ Primary Reciprocal Reading YARC & Inference First Class Maths
Wave 2	Language and Learning Team Outreach Support e.g. Holmwood, Sunnyside, Infant Assessment Class, Junior Support Base, Autism Support Base, Beverley School SENDCo support REACH / Schools in Mind Bungalow Project Kate Hillyard Services
Wave 3	CAMHS Educational Psychologist Hearing / Visual Impaired Services (STARS) Speech and Language Occupational Therapy Physiotherapy Specialist Dyslexia Teacher (Mrs S Turton) Over fields Speech & Language Unit

## External Support Agencies

When children require additional support the SENDCo may also seek advice from other professionals. These include;

- Educational Psychologist
- SEND Support Team
- Speech and Language Team
- Learning and Language Team
- CAMHS
- Outreach support from other schools
- Counselling support services
- School Nurse
- The Bungalow Project
- Hearing/Visually Impaired services (STARS)
- Physiotherapy
- Occupational Therapy
- Specialist Dyslexia Teacher (Mrs S Turton)
- Asthma, diabetic and epileptic nurse
- Bereavement Services

These external services should advise teachers about targets, provide specialist assessments and advice on the use of new or specialist strategies and materials. They may also work with individuals or groups to support their learning and development. Parents will be kept informed of the support that is provided.

## Supporting Pupils with Medical Conditions

St Augustine's Primary School recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case schools will comply with its duties under the Equality Act 2010.

## Supporting Pupils with Disabilities

Not all children with disabilities have SEN, many pupils will learn alongside their peers with little need for extra resources beyond that of a hearing aid, equipment to aid vision or a wheel chair. Teachers must however take action in their planning to ensure that these pupils are enabled to participate as fully as possible within the Curriculum and assessment arrangements.

Accessible facilities currently in school are; accessible toilet, hand rail in junior toilets, hand rail outside of school, wheelchair access to the school field with appropriate handrail, two accessible parking bays located the school car park.

## **English as an Additional Language (EAL)**

Children with limited English do not necessarily have SEND. If a child is experiencing difficulties which appear to be more than language based then school will arrange for assessments to be carried out to establish whether or not they have learning difficulties.

### **Training**

The SENDCo will keep staff updated on any changes concerning SEND and encourage personal development in this field.

SENDCo will budget appropriately for SEN priorities outlined in the School Improvement Plan.

As part of Nicholas Postgate Catholic Academy Trust (NPCAT), the SENDCo will attend meetings arranged by the trust to discuss / inform of any updates regarding the provision of SEN across the academy.

SENDCo attends relevant SEND Network meetings held through NPCAT and any other relevant SEN meetings hosted by the Local Authority or local schools.

### **Partnership with Parents**

St Augustine's recognises the importance of good partnerships with parents. The school will endeavour to;

- Gain consent to place a child on the SEND register after a period of monitoring and discussion
- Speak to parents regularly and invite meet formally at 3 times a year
- Keep parents updated on their child's progress and celebrate successes
- Involve them in the process of writing their child's SSP or IEP when appropriate.
- Provide clear and accurate information about the child's SEND and purpose of any assessment, targets or intervention
- Ensure that parents have the opportunity to talk with SENDCo, Vulnerable Pupil Support staff and other professionals so that they understand the agreed outcomes of any intervention and how they can be a partner in working towards their child's targets
- Outline provision in the Local Offer
- Inform parents before involving outside agencies for additional advice or assessments
- Gather the thoughts and opinions of parents of children with a special educational need or disability through the use of a questionnaire.

### **Transition**

- Some of our children feed into Trinity Catholic College, with a group going to other local secondary schools each year. During the Summer Term, staff from the secondary schools visit the school, meet Y6 teacher and discuss children's needs and possible issues with transition. SEN information is passed on towards the end of the Summer Term, with parental consent.

- If school or parents see a need for a child to visit their secondary school before transition days, to help alleviate the child's concerns, then this can be arranged.

### **Arrangements for Considering Complaints about SEN Provision Within School**

Initially, complaints should be discussed with the class teacher.

Depending on the outcome of the meeting, the SENDCO/ Head of School should be informed.

If no agreement can be arrived at the parent can then approach the school's named governor with responsibility for the monitoring of the schools SEND policy. They should also be given the name of the LA identified/nominated person who has been trained to help them deal with their problem, or the Parent Partnership Service.

It is hoped, however, that matters can be dealt with within the school domain.

**Educational Healthcare Pathway**

STAGE 1

**Referral Planning Meeting (RPM)**

RPM instigated by Responsible Body (RB) / Lead Professional (LP) [this would normally be school] that has identified potential barriers to a child's / young person's learning. Parent/young person's views requested. If referral is to be made, Common Assessment [CAF] to be completed, if not already done so (LP to check with CAF Team, 01642 201974)

Attendees: Lead Professional (Chair), parents, any agencies family is accessing

School to book Summary Assessment Meeting (12 weeks away) at RPM – contact SEN Team on 01642 728677

Yes

No

START – 0WKS

STAGE 2

**Referral Made**

Existing information / evidence collated by LP and submitted to Multi-Agency EHCP (MAEHCP) Panel within 5 working days of

**MAEHCP Panel Meeting**

Considers referral and agrees to assess or not

**Needs Met**

Child's needs and services already involved, or from other / new services agreed – further intervention and support (via CAF where appropriate)

STAGE 3

Yes

**LA Confirms with All**

Parent/Carer/young person and professionals informed of the decision.

EHC Co-ordinator [EHCC] (usually LA SEN Team) assigned and gathers all parties' views/advice. (Advice to be submitted within 5

No

**Parents Confirmation**

LA confirms with Parent/Carer/young person of decision and right to appeal – offers meeting with RB to discuss how needs will be met without the need for an EHCP.

SEN Team to inform CAF Team. CAF will ring parent within 10 working days to offer advice and support with the CAF process. CAF will become 'active' at this

STAGE 4

**Summary Assessment Meeting**

EHCC prepares summary assessment, sends papers to all parties prior to meeting to discuss

STAGE 5

**MAEHCP Panel Meeting**

Consideration of Assessment Summary and all views/reports and decides whether to issue an EHCP or not

7WKS

STAGE 6

Yes

**Draft Plan & Consultation**

EHCC drafts plan and sends to: Parents/Carers/young person & professionals for comments and to name type of educational setting. (Parent has 15 days to reply with amendments/changes, professionals have 10 days)

No

**Parents Confirmation**

LA confirms with Parent/Carer/young person of decision and right to appeal – offers meeting with RB to discuss how needs will be met without the need for an EHCP.

SEN Team to inform CAF Team. CAF will ring parent within 10 working days to offer advice and support with the CAF process. CAF will become 'active' at this

3WKS

2WKS

STAGE 7

**Provision Consultation**

LA consults with Governing Body, Principal or Proprietor of educational setting

**Finalisation of Plan**

MAEHCP Panel signs off EHCP and LA issues to parents/carers/young person

4WKS

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