



## **ST. AUGUSTINE OF CANTERBURY CATHOLIC PRIMARY SCHOOL**

### **SEN Policy**

#### **Mission Statement**

"I called you by your name, you are mine." Isaiah 43

The mission of our school is to support and further the teachings of Christ and His Church.

We welcome and embrace individuals of all abilities and cultural backgrounds.

We aim to enhance and celebrate their moral, physical, social and emotional development, so that they may reach their full potential in an atmosphere of stability, care and respect.

We believe that education is for all and in partnership with parents, carers, children and the wider Catholic community: we will strive and succeed in a wholly inclusive setting.

Date issued: November 2017

Date to be reviewed: November 2018

## **Legislation and guidance**

This policy is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

The Code of Practice 2014 covers the 0-25 age range and includes guidance relating to disabled children and young people as well as those with SEN.

## **Definition of SEND**

A child or young person has a special educational need (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child or young person has a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age
  - Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions
- Code of Practice 2014*

We are committed to keep up to date with current legislation and continue to train our staff in all areas of SEN so that we can meet the needs of all children.

## **Special educational provision**

Special educational provision is that which is additional and different from that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching.

It may take the form of additional support from within the setting or require the involvement of specialist staff or support services.

The person responsible for co-ordinating the day to day provision of education for children with special educational needs (SEN) is Mrs Liggins (SENCo).

The designated teachers responsible for Safeguarding are Mrs Prestidge (Headteacher) and Mrs Burns (Deputy Head).

The designated teacher responsible for managing Children who are Looked After is Mrs Liggins (SENCo).

## **Roles and responsibilities**

### **Key responsibilities of a SENCo**

1. Work with the head teacher and SEN governor to determine the strategic development of the SEN policy and provision in the school.
2. To oversee the day-day operation of the SEN policy.
3. Co-ordinating specific provision made for children with SEN, including those who have Educational, health and care plans (EHC), and advising on support.
4. Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
5. Advising on resources to meet pupil's needs effectively and the graduated approach to providing SEN support
6. Liaising with and being a key point of contact with external agencies, especially the local authority and its support services.
7. Liaising with the potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.
8. Working with the Head teacher and Governing body to ensure the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
9. Advise on the deployment of the school's delegated budget and other resources to meet pupil's needs effectively.
10. Ensuring that all records of SEN are up to date.

### **Governing Body**

The Governing Body has due regard to the Code of Practice when carrying out its duties towards all children with special educational needs and disabilities. The SEN Governor has an oversight of the school's SEN provision and their duties involve meeting with the SENCo to monitor the effectiveness of SEN provision in the school.

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the head teacher and SENCO to determine the strategic development of the SEN policy and provision in the school

### **The headteacher**

The head teacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

### **Class teachers**

As it is important for all new members of staff to understand the procedures of special education in school, this is part of the school induction. In addition, the SENCo and subject leaders keep staff up to date with new legislation and procedures.

The school is committed to providing and facilitating at in-service training in the area of SEN. Needs analysis will be undertaken regularly to identify the training needs of the school and of individual staff.

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

## **Aims and Objectives**

### **Aims**

Our SEN policy aims to set out how our school will support and make provision for pupils with special educational needs (SEN) and explain the roles and responsibilities of everyone involved in providing for pupils with SEN.

1. We will aim to provide a broad, relevant, balanced and differentiated curriculum which is accessible to the individual needs of all the children. This includes the National Curriculum in line with the Special Educational Needs Code of Practice 0-25 (January 2015 update)
2. We will ensure that the needs of the children are identified and assessed and we aim to provide appropriate support strategies. If additional specialist advice and support is necessary, we will contact the appropriate external agencies.
3. We will develop practices and procedures, which will aim to ensure that all children's special educational needs are identified and assessed and the curriculum will be planned to meet their needs.
4. We will work in true partnership with parents/carers, valuing their views and contributions and keeping them fully involved in their child's education.
5. We will make every effort to involve all children, where appropriate, in decision making about their special educational provision.
6. We will support the establishment and maintenance of close links with all agencies working with the child.

### **Objectives**

1. To ensure a clear process for identifying, assessing, planning providing and reviewing for SEND children.
2. To make appropriate provision to overcome all barriers to learning and ensure children with SEN have full access to the National Curriculum.
3. To provide support, advice and training for all staff working with SEN.

## Identification of Needs

The identification of SEN is embedded in the whole school process of monitoring progress and development of all pupils. We recognise the benefits of early identification and making effective provision in improving the long-term outcomes for children with SEN.

The SEN Code or Practice refers to four broad areas of need:

- Communication and Interaction
- Cognitive and Learning
- Social, Emotional and Mental Health
- Sensory/Physical

We provide a graduated approach to SEN support:

- High quality first teaching, differentiated for individual children who have or may have SEN in order to overcome all barriers in their learning
- Ongoing teacher assessments and termly pupil progress meetings with the leadership team identifies those pupils making less than expected progress given their age and individual circumstances.
- Where progress continues to be less than expected, the class teacher will discuss their concerns with the SENCO. Together they will collaborate on problem solving, planning, supporting and teaching strategies for the individual. Clear interventions will then be put in place. The effectiveness of the support and impact on the child's progress will be regularly reviewed and revised.
- Where a child continues to make little or no progress despite support that is matched to the child's area of need, the school should consider involving outside agency support. Parents will be informed in any decision to involve specialists.
- Where the special educational provision cannot reasonably be provided within the resources normally available, a request for statutory assessment can be made either by the school or the parent. The Local Authority must then determine whether an Education, Health and Care assessment is necessary. Statutory assessment may not always result in an **Education, Health and Care plan** (EHC plan). The EHC plan has replaced the 'Statement for Educational Needs' in the new Code of Practice 2014.

### **Managing pupils needs**

Through the school's assessment and monitoring cycle, pupil progress is regularly addressed with class teachers, SENCo, SLT, parents and children.

The school records to support children with SEN include:

- Teacher's planning differentiated according to need
- Class Provision Maps
- Intervention records
- Pupil progress meeting records
- SEN school support forms where appropriate

The ASSESS-PLAN-DO-REVIEW cycle is on-going to enable provision to be refined and revised as the understanding of the needs of the child grows. This cycle enables the identification of those interventions which are most effective in supporting the child to achieve good progress and outcomes. It enables class teacher and SENCo to implement next steps for each child.

If a child has significant difficulties they may undergo a Statutory Assessment Process which requires a multi-agency approach to assessing the need where a decision may be made to make a referral for an Education, Health and Care Plan.

### **Facilities for disabled children**

In accordance with legislation laid down under the Disability and Discrimination Act, the school has disabled access to the building; disabled toilet facilities are also available.

Parents of disabled children should give the Head teacher details of disability as soon as they are offered a place. Some children may have a hearing or visual need which would be catered for by the school, with for example adapting the learning environment for that particular need. A meeting will then be arranged to discuss how the disability might affect the child's access to the life of the school and how any difficulties may be overcome.

### **Supporting children with medical conditions**

We recognise that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Where it is the case that a medical condition meets the criteria of disability the school will comply with its duties under the Equality Act 2010.

*Reasonable adjustments* will always be made to promote access to all areas of the school curriculum. Specific staff have training to support particular needs.

The school secretary is responsible for the administration of medicines.

### **Data and record keeping**

The SENCo produces a school 'School SEN support register' which is used to allocate additional provision and support provided by the school. Where it is decided to provide SEN support, the child may receive a 'support plan', where in consultation with the parents, the pupil and the teacher it will outline the outcomes, the interventions and support to be put in place for the child. These plans will be monitored and reviewed three times a year. Parents and all staff working with the child will receive a copy of the support plans where applicable.

We also have class provision maps which show all provision which is additional to and different from that which is offered through the school's differentiated curriculum.

The use of provision maps helps the SENCo to maintain an overview of the collective progression of the individual and provides a basis for monitoring the levels of intervention and assessing the impact on progress.

The SENCo also holds In School Reviews (ISR) three times a year which are also attended by the Educational Psychologist and the Class teacher and any other professional agencies when applicable. Any pupil whose progress has given cause for concern will be discussed at the ISR with consent from parents. Any recommended action will be taken and parents will then be invited to meet and discuss decisions made and strategies recommended with the SENCo.

### **Procedures for dealing with complaints**

At St Augustine of Canterbury we have an 'open door' policy encouraging parents to come in and discuss any concerns they might have about a child or a child's progress. There are open evenings held three times a year to discuss children's targets and achievements. In addition, parents are informed of any concerns the school may have about a child's progress and of any arrangements for support or involvement with outside agencies.

If however, should there be a concern about the school's SEN provision; the parent/carer should speak to the class teacher/SENCO/Head teacher in the first instance. They will then be referred to the school complaints policy.

## **Partnership with parents**

Parents/carers play an important role in their child's education; they have a great deal to contribute, such as information and views which the school values. We believe that parents and school working together in partnership helps children with special educational needs to achieve their potential. The school's 'open door' policy means that parents can approach the school whenever they have a concern.

Parents should:

- Be able to take an active and valued role in their child's education
- Know their child's entitlement within the SEN framework
- Have access to information, advice and support during assessment and any related decision making process about special educational provision
- Have regular in school meetings to discuss their child's progress

## **The Local Offer and School Information report**

Each Local Authority must publish a Local offer, setting out in one place information about provision they expect to be available for young people in their area who have SEN. On the school website under SEN we provide clear information to parents about the provision available and the services and agencies that are used within our school. This is called the **Special Educational Needs information report**. Some examples of such services include the Educational Psychologist and Speech and Language Specialist Service.

## **Monitoring arrangements**

This policy will be reviewed by Angela Liggins every year/ it will also be updated if any changes to the information are made during the year.  
It will be approved by the governing body.

*Policy updated November 2017*

*Angela Liggins (SENCo)*