



ST. AUGUSTINE OF CANTERBURY CATHOLIC PRIMARY SCHOOL

SEN Policy and Information report (section 5)

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.

Equality statement

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at St Augustine of Canterbury Catholic Primary School.

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PESD) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

**This policy and information report was checked and updated September
2021**

Next date to be reviewed: September 2022 or in line with any changes to SEN

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1. Aims and Objectives

Aims

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

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 SEND have full access to the National Curriculum.
3. To provide support, advice and training for all staff working with SEND.

2. Legislation and guidance

This policy **and information report** 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 children 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.

3. 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.

4. Roles and responsibilities

The person responsible for co-ordinating the day to day provision of education for children with special educational needs (SEN) is Mrs Liggins (SENCo). She will communicate with parents to keep them informed of any concerns the school may have regarding SEN and their child, and of any interventions their child receives and the outcomes of those interventions. She is also responsible for co-ordinating the additional support given to children who are deemed to be **More able or Talented**. These are children who show strength in a particular subject or activity.

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

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

4.1 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. Have day-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual children with SEN, including those who have EHC plans.
3. Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that children with SEN receive appropriate support and high-quality teaching
4. Advise on the graduated approach to providing SEN support
5. Advising on resources to meet children'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 that children and their parents are informed about options and a smooth transition is planned and that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
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 children's needs effectively.
10. Ensuring that all records of all pupils with SEN are up to date.

4.2 The SEN Governor

The Governors at St Augustine of Canterbury are responsible for entrusting a named person to monitor the Safeguarding and Child Protection procedures. In a support and challenge role the Governors ensure that the school is as inclusive as possible and treats all children fairly. They monitor and review all statutory policies as defined by the DfE.

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

4.3 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

4.4 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 child 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 child's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

5. SEN information report

At St Augustine of Canterbury staff work to support **all** the children to achieve and succeed to the best of their ability. We believe that quality first teaching is vital to achieve this aim, and the teaching and learning throughout the school are subject to regular scrutiny, review and development to ensure that we are meeting the needs of all children. However, for some children there are times when further additional support may be needed to help them achieve their targets, and it is at this stage when the Special educational needs co-ordinator gets involved.

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**.

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs as outlined in the SEN Code of Practice including:

- Communication and Interaction, for example, autistic spectrum disorder and speech and language difficulties
- Cognition and Learning, for example dyslexia and dyspraxia
- Social, Emotional and Mental Health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

5.2 Identifying pupils with SEN and assessing their needs

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

We will assess each child's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all children and identify those whose progress:

- 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.

This may include progress in other areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a child is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment. We will use this to determine the

support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If a child is not progressing as expected we may carry out a range of assessments in order to identify any potential problems.

These include:

Lucid Rapid Dyslexia screener- swift, objective and accurate indication of dyslexia.

SpLD assessment- children who are identified as at risk and demonstrate dyslexia traits may be referred to a specialist for a full specific learning difficulties diagnostic assessment

YARC- York Assessment for Reading Comprehension

Speech Link- used to screen a child if there is a concern raised regarding spoken language and articulation

Language link looks at the child's receptive and expressive language- understanding of language

GL NGRT and NGST to assess pupil's reading and spelling ability and provide reading and spelling age

We also have regular contact with a range of external agencies who are able to give more specialised advice when necessary to support individual children. This includes private Speech and Occupational Therapists, Play Therapist, Medway Educational Psychology Service, the School Nursing team as well as Marlborough Outreach who specialise in supporting children with Autism and the Fortis Trust- previously Bradfields Outreach.

The SENCo also offer Nurture support to children in small groups or in a 1:1 situation and can support children with their academic learning.

5.3 Consulting and involving children and 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.

At the beginning of the academic year, parents will share key information about the curriculum and learning for each year group and will also suggest ways in which they can help their child. Targets are sent home three times a year. These are usually set by the class teacher, however children with more specific individual needs may also have targets set which are related to their Educational, Health and Care plans or individual school support plans where applicable

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 areas of strengths and difficulties, their progress and the next steps. This will include parent's evenings. Parents of children with an Educational, Health and Care plan (EHCP) will also be invited to attend a person centred annual review (PCAR) to discuss the progress made by their child against their individual targets.
- Attend Early Help meetings or meetings with other professionals
- Carers of Looked After Children (LAC) attend PEP 'pupil centred review' meetings to discuss the child's targets on the plans.

The conversations and discussions will make sure that:

- Everyone develops a good understanding of the child's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are.

5.4 Assessing and reviewing pupil's progress towards outcomes

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

We will follow the graduated approach to SEN support and the four-part cycle of **assess, plan, do, review**. **Assess** (consider what the child's needs are), **Plan** (identify what support can be offered and how it will be delivered), **Do** (carry out the planned support) and **Review** (evaluate what has or has not worked for the child). 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.

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.

The class teacher will work with the SENCO to carry out a clear analysis of the child's needs. This will draw on

- Teachers assessment and experiences of the child
- Their previous progress and attainment or behaviour
- Other teacher's assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of the parents
- The child's own views
- Advice from external support services, if relevant

The class teacher is responsible for planning for your child and overseeing their progress across the curriculum. The SENCO co-ordinates the support taking place for the children who need additional help and liaise with the external agencies who work with us. She will also oversee the different interventions we use to record and monitor progress and evaluate them for impact.

The assessment will be reviewed regularly.

All teachers and support staff who work with the child will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact of the child's progress.

In summary we know when children need help if:

- Concerns are raised by parents/carers, teachers, teaching assistants or the child's previous school or setting or the pupil themselves
- they fail to make expected progress
- attainment is below national expectation and gap between them and their peers widens
- there is a change in the child's behaviour or social needs
- they have been identified as needing extra help by external services including Speech & Language or Occupational Therapists or have had a formal assessment or a medical diagnosis

If you think your child may have a Special Educational Need or Disability, please contact the school. Talk to your child's class teacher and/or Mrs Liggins, the school SENCo. We will let you know what steps we can take to support your child. We will involve you in the decisions made about how we can best assess their needs and support their learning or behaviour/emotions.

5.5 Supporting children joining St Augustine of Canterbury or moving between phases or schools

At St Augustine of Canterbury we understand that joining or moving from a school can be distressing for some children and therefore our aim is to make the transition for them as smooth as possible. Parents/Carers and their children are invited into school to see the school, meet the head teacher and their child's teacher.

Parents and their children are invited to come into school again to spend some time in the Early Years classroom, listen to a story etc.

The Early Years teacher will liaise with nursery staff at the child's previous setting to gain a good picture of the child before they begin primary school.

Each child is invited into school along with their parent to meet the Early Year's staff to discuss any concerns they have and to discuss the various milestones of development that their child has reached.

Parents of children transferring to St Augustine of Canterbury from another school or country are invited to meet the head teacher with their child.

This is also a time to discuss the child's specific needs. When a child joins St Augustine of Canterbury the school support is allocated on the information provided by the feeder school. Usually this will involve additional teaching assistant support to focus on individuals or groups of children.

During their school life, if further concerns are identified due to a child's lack of progress or well-being then additional support will be provided. Pupil progress is reviewed regularly.

Occasionally, children may need 1:1 support in the classroom, but it is always our aim to help the child become as independent a learner as soon as possible.

If your child has a medical need, a detailed care plan is compiled in consultation with parent/carers. These plans are shared with all staff who are involved with the child to ensure that the care plan is understood and followed.

Occasionally, a child with an Educational Health and Care (EHC) plan has individualised needs that exceed the level of provision the school can provide from its Special Needs budget. In these cases advice and/or additional funding will be applied for from the Local Authority.

Each class have Transition afternoons at the end of every school year where they spend time in their new classrooms with their new class teachers.

We will share information about a child's SEN needs with the school or other setting the child is moving to. This includes Secondary school transition meetings with the SENCOs. We will agree with parents which information will be shared as part of this. Additional visits to Secondary schools for SEND Year 6 children can also be arranged if parents or the children feel that they would benefit from more time in their new schools to prepare them for their transition.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the children in their class. High quality first teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual children in order to overcome all barriers in their learning.

Each child's learning is planned by the class teacher; it is differentiated to support the child's individual needs. This may include additional general support by the class teacher or teaching assistant in the classroom as part of our quality first teaching.

Ongoing teacher assessments and termly pupil progress meetings with the leadership team identifies those children making less than expected progress given their age and individual circumstances. This shared discussion at the Pupil progress meetings may identify any potential problems in order for further support to be put into place. 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.

The type of support each child needs varies. For some children, careful differentiation by the class teacher and access to intervention programmes can be enough to enable them to make good progress.

If a child has needs that are related to a specific area of the curriculum, such as spelling, reading, writing or maths, he/she may be placed in a small intervention group and parents will be informed that the additional support is being provided. These interventions will be recorded on the class provision map (this is a record of the interventions, timings, cost and impact of the intervention). Current interventions provided at our school included the 123 learning package- including Plus One and Power of 2 Maths, Speech and Language programmes, Wordblaze and Beat Dyslexia spelling, Project X Code reading programs. We also provide PALS social skills program and Clever Fingers for Fine motor skills.

We have resources which are designed to support children's physical and sensory needs including therabands, move n sit cushions and sensory lap blankets.

We also have teaching assistants who will support pupils on a 1:1 basis or in small groups.

A child who is in receipt of additional support may also have a **provision or school-based support plan** which outlines the support for the individual child. A copy of these will be sent home. Parents are encouraged to contribute and comment on the plan. The additional interventions will be regularly reviewed by the SENCo and the class teacher to ascertain the effectiveness of the provision and the impact it has had. The monitoring will also help to inform future planning for the child.

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. In these cases the SENCo will liaise with parents to complete referral forms for the appropriate agency. In most cases, after assessment has been made by the outside agency, a programme or strategies will be provided for the school and parents/carers to follow to support the child.

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.

5.7 Adaptations to the curriculum and learning environment

We will make the following adaptations to ensure all children's needs are met:

- Differentiating our curriculum to ensure all children are able to access it, for example, by grouping, 1:1 work, teaching style, content of lesson etc.
- Adapting our resources and staffing. Teaching assistants may be allocated to work with individual children or in small focus groups to target more specific needs.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, writing slopes, move n' sit cushions, larger font, pencil grips etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud etc.
- Access arrangements for tests

The budget for SEN is allocated each financial year and is used to provide additional support or resources to meet the needs that have been identified and prioritised by the school. These can change from year to year, depending on the children in the school and their individual needs. Additional support or resources may be allocated if a concern is raised by the class teacher or parents at any point in the year or after discussion at Pupil Progress meetings or In school reviews. For children with a high level of need the school can apply for additional 'top up' /High needs funding from the Council to help individual needs further.

If a child is also eligible for Pupil premium funding, this is also used to support that child's needs. **Pupil Premium** is a sum of money allocated to schools in addition to core school funding to work with children who have been registered for free school meals at any point in the last six years (known as 'Ever 6 FSM'). Schools also receive funding for children who are Looked After, and children of service personnel.

Schools are held accountable for their decisions about how they use the funding through; performance tables which show the attainment of disadvantaged children compared with their peers and through the Ofsted Framework under which inspectors focus on the attainment of pupil groups, in particular those who attract pupil premium.

5.8 Facilities for disabled children

In accordance with legislation laid down under the Disability and Discrimination Act, the school has disabled access to the building- this includes ramps into the building and wide doors in some parts of 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.

5.9 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.

If a child has a **medical need** then a detailed care plan is compiled in consultation with parents/carers. This plan is discussed with all staff who are involved with the child.

Where necessary and in agreement with parents/carers medicines are administered in school but only with signed parental consent and with medicines in their original packaging to ensure the safety of both child and staff member.

5.10 Additional support for improving emotional and social development and overall well-being

Members of staff are readily available for children who wish to discuss issues and concerns but appointments can be made to speak in greater detail to the class teacher or the SENCo by visiting the school office.

Mrs Liggins may meet with parents to discuss how to support their child. This would normally follow on from any in school assessments completed or if Mrs Liggins has initiated an Early Help Assessment (EHA). Mrs Liggins may also meet to discuss strategies to use if there are problems with a child's behaviour or emotional needs.

If outside agencies have been involved, they will provide a report which indicates suggestions and ideas that can be used both at home and in school.

Some children may attend social skills groups to help them when appropriate.

They may also attend **emotional and wellbeing** sessions run by Mrs Liggins who has recently certified as a **Youth Mental Health First Aider** (September 2021).

Other training includes: running a **Nurture group** (September 2016), **Draw and Talk** therapeutic intervention and **Anxiety and Self-Regulation** and **Loss and Bereavement**

We would be able to refer children to an external therapy service if they are experiencing personal issues and require the support of a specialised professional including the Emotional and Wellbeing Team at Medway MCH or external accredited Play therapists.

Please see our policy on Mental Health and Wellbeing for further information:

<https://staccp.org.uk/uploads/Policies/Mental%20health%20and%20Emotional%20Wellbeing%20Policy%20Mar%202021.pdf>

To make the playground a happy place we have playground friends and a buddy bench. We have the holy garden.

Pupils with SEN are encouraged to be part of the school council and to be part of other areas of responsibility to promote teamwork/building friendships

We have a zero-tolerance approach to bullying. If children feel they are being treated unkindly or bullied by other children the situation is swiftly dealt with (See Anti-Bullying Policy).

5.11 Specialist services and expertise available

It is sometimes necessary to consult with outside agencies to receive specialist advice and expertise to support individual or groups of children.

We work with the following agencies to provide support for pupils with SEN

- Private Specialist Speech and Language and Occupational Therapy services
- Accredited Play Therapists
- Marlborough Outreach Team
- Fortis Trust Outreach team- part of Bradfields Academy
- AAP (Attendance Advisory Practitioner)
- PASS (Physical and Sensory Service)
- MCH -School Health and Nursing Team
- Educational Psychologist
- CyPMHS (Child & Young Person's Mental Health Service)
- Child Protection Advisors
- Social Services
- Snapdragons- Community Child Health and Paediatricians
- Medway Early Help team
- Inclusion team

An Educational Psychologist is allocated to each school. He/she would normally only work directly with children whose needs are felt to be quite considerable and have not responded well to the interventions previously put in place for them. This involvement is generally planned at the ISR (In school review). These meetings are held three times a year between school staff and where appropriate, other professionals. The aim of the ISR is to gain a deeper understanding of and try to resolve a child's difficulties. In order to help understand the child's educational needs better, the psychologist will generally meet with the parent and give feedback after the assessment has been completed. He/she will offer advice to the school and parents/carers on how to best support the child in order to take their learning forward.

5.12 Expertise and training of staff

All members of staff have received training related to SEND and the new Code of Practice 2014. This has included sessions on how to support pupils on the autistic spectrum or who may have social communication difficulties.

Mrs Liggins, SENCO has over 8 years experience in this role and has completed and achieved the **National SENCo award** in 2015 and has also completed accredited training on running a Nurture group.

She has also achieved the **Language for Learning** award and has also completed the foundation to **Drawing and Talking therapy**.

In September 2021, Mrs Liggins was certified as a **Youth Mental Health First Aider**.

The school have teaching assistants who have received Language for Learning and **Speech and Language Link** training to enable them to deliver more specialised support for children who have individual speech and language programmes.

All staff have regular updated training on Autism (ASD) as well as other SEN needs including ADHD and SLCN. Staff have also recently completed updated training on specific learning needs including Dyslexia.

We use specialist staff for long term play therapy and to assess children's speech and language needs.

5.13 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing childrens' individual progress towards their targets each term
- Reviewing the impact of interventions after a term
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual PCARS annual reviews for children with EHC plans

5.14 Enabling children with SEN to engage in activities, including school trips, available to those in the school who do not have SEN

All children at St Augustine of Canterbury are eligible to participate in activities, events and educational visits. Risk assessments for all activities and school trips are carried out and procedures put in place to enable all children to fully participate.

If a Health and Safety risk assessment suggests that an intensive level of 1:1 is required, a parent/carer may be asked to accompany their child during the activity in addition to the usual school staff. No child is ever excluded from taking part in activities because of their SEN or disability. All of our extra-curricular activities and school visits are available to all children, including our breakfast and after school clubs. All children are encouraged to go on our residential trip. All children are encouraged to take part in sports day/school plays/special workshops

5.14 Complaints about SEN provision

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.

The parents of children with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.15 Contact details for further information

If you would like to discuss your child's educational needs you can contact the school office to arrange an appointment with either your child's class teacher, Mrs Liggins (SENCo) or Mrs Prestidge (Head teacher).

5.16 The local authority offer

Children and Families Bill 2013

The Children and Families Bill 2013 takes forward the Coalition Government's commitments to improve services for vulnerable children and support strong families. It underpins wider reforms to ensure that all children and young people can succeed, no matter what their background. The Bill will reform the systems for adoption, looked after children, family justice and special educational needs.

The Government is transforming the system for children and young people with Special educational Needs (SEN), including those who are disabled, so that services consistently support the best outcomes for them. The Bill will extend the SEN system from birth to 25, giving children, young people and their parents/carers greater control and choice in decisions and ensuring needs are properly met.

It takes forward the reform programme set out in 'Support and Aspiration: A new approach to special educational needs and disability: Progress and next steps' by:

- replacing statements and learning difficulty assessments with a new birth to 25 Education, Health and Care Plan, extending rights and protections to young people in further education and training and offering families personal budgets so that they have more control over the support they need;
- improving co-operation between all services that support children and their families and particularly requiring local authorities and health authorities to work together;
- requiring local authorities to involve children, young people and parents in reviewing and developing provision for those with special education needs and to publish a '**local offer**' of support.

The local offer was first introduced in the 'Green Paper (March 2011) as a "local offer of all services available to support disabled children and children with SEN and their families. This easy to understand information will set out what is normally available in schools to help children with lower level SEN as well as the options available to support families who need additional help to care for their child."

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.

The Medway framework will allow the Local Offer to provide parents and carers with information about how to access services in their area, and what they can expect from those services. With regard to Education, it will let parents/carers and young people know how schools and colleges will support them, and what they can expect across the local settings. This is currently available on **Medway Council's website** by searching 'Local offer' or by clicking on the link below:
<http://www.medway.gov.uk/carehealthandsupport/supportfordisabilities/medwayslocaloffer.aspx>

6. 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 'school based support plan', where, in consultation with the parents, the child 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. Alternatively parents may receive an 'Individual support plan' which highlights any additional support that their child may be receiving in school and strategies which are used to support them within their class.

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 child 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.

7. Monitoring arrangements

This policy and information report 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.

8. Links with other policies and documents

This policy links to our policies on

- Accessibility plan
- Behaviour
- Equality information
- Supporting pupils with medical conditions
- Mental Health and Wellbeing
- Bereavement

Glossary of SEN terms

There are many SEN terms that are abbreviated which can lead to confusion. Below is a glossary of the most used SEN terms.

AAP	Attendance Advisory Practitioner
ADD	Attention Deficit Disorder
ADHD	Attention deficit hyperactivity disorder
ASD	Autism Spectrum Disorder
C&L	Cognition and Learning
CAMHS	Child and Adolescent Mental Health Service
ChYPS	Children and young person's services
COP	Code of Practice
CP	Child Protection
DCD	Developmental Co-Ordination Disorder
EAL	English as an Additional Language
EHCP	Education, Health and Care Plan
EP	Educational Psychologist
EYFS	Early Years Foundation Stage
FSM	Free School Meals
GDD	Global Developmental Delay
HI	Hearing Impairment
ISR	In School Review
KS	Key Stage
LAC	Looked After Child
LEA	Local Education Authority
MLD	Moderate Learning Difficulty
NC	National Curriculum

ODD	Oppositional Defiant Disorder
OT	Occupational Therapist
SALT	Speech and Language Therapy
SEMH	Social, Emotional and Mental Health
SEN	Special Educational Need
SEND	Special Educational Need and Disability
SENCO	Special Educational Needs Co-ordinator
SLCN	Speech, Language and Communication Needs
SLD	Severe Learning Difficulty
SPLD	Specific Learning Difficulty
VI	Visual Impairment