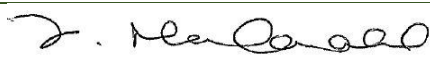




Hand in hand, we listen to God's call, we learn from God's word and we share God's love through service.

Policy 30G – Special Educational Needs

Approved:	September 2022	
Review:	July 2023	
Head Teacher's signature:		Miss V. McDonald
Governor's signature:		



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"A Christian is: a mind through which Christ thinks, a heart through which Christ loves, a voice through which Christ speaks, and a hand through which Christ helps."

Saint Augustine

St. Augustine's is a Catholic Primary School. We place our children at the heart of all we do, inspired by the love, life and teachings of Jesus and the Roman Catholic Church.

We believe that parents are the first and foremost educators of their children and that we are called to support them in their God given task. Each child in our school is valued and encouraged to achieve human wholeness – spiritually, morally, emotionally and academically in a happy, secure Catholic Christian environment.

We will always do our best to provide the best possible education for every child.

1 INTRODUCTION

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

- Equality Act 2010: Advice for schools DfE February 2013
- SEND Code of Practice 0 – 25 (July 2015)
- Schools SEND Information Report Regulations 2014
- Statutory Guidance on Supporting Pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework Sept 2013
- Safeguarding & Child Protection Policy
- Policy for supporting pupils at school with medical conditions
- Teachers' Standards 2012
- Information Report for parents and carers
- Accessibility Plan
- Single Equality Scheme
- Intimate Care Policy

This policy sits alongside the school's SEN Information Report.

St. Augustine's is an inclusive school. We work within the Local Authority Offer which can be found at www.coventry.gov.uk/sendlocaloffer and we follow the guidelines from the Revised Code of Practice 2015. [Click here for more information.](#)



2 Definition of Special Educational Needs

Based on the SEN Code of Practice (DfES, 2015), our school's definition of SEN is:

“Any child who receives any support which is additional to or different from everyday practice and / or receives support from outside agencies”.

xiii. A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

xiv. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or*
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions*

xv. For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. (SEND Code of Practice 2015 – p15)

The decision to add is made by the school after consultation with the parents and is based on each child's individual needs.

3 Aims

At St. Augustine's Catholic Primary School, we aim to raise the aspirations of and expectations for all pupils with SEN. To do this, we will focus on outcomes for children and not just focus on hours of provision or support. We ensure that all of our children are included in all aspects of learning and school life from the Nursery Year all the way to Year Six.

From time to time, some children will require additional support for a period of a few weeks, months or even longer to meet their needs. These children may have additional support through targeted intervention work. If a child's needs persist, then the child may be identified as having special educational needs (SEN). This will be discussed with parents / carers, the child (if appropriate) and the class teacher. Following this the child may be placed on the SEN support register.

4 Objectives

1. To identify and provide for pupils who have special educational needs and or disabilities
2. To work within the guidance provided in the SEND Code of Practice, 2015
3. To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs



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4. To provide an Inclusion Leader (**Jacqui Morgan**) who will devise and work with the SEN and Inclusion Policies
5. To provide support and advice for all staff working with special educational needs pupils

5 Identifying Special Educational Needs

The SEN Code of Practice 2015 states that ***“A pupil has SEN 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.”***

It continues to state that special educational needs fall under four broad areas of need:

- **Communication and Interaction** (including speech and language difficulties, Autistic spectrum disorder and Asperger's syndrome)
- **Cognition and Learning** (including moderate, severe and profound learning difficulties and specific learning difficulties such as dyslexia or dyspraxia)
- **Social, Emotional and Mental Health issues** (including attachment disorder and attention deficit (hyperactivity) disorder)
- **Sensory and/or Physical Needs** (including visual impairment, hearing impairment or physical disability)

As a school, we will endeavour to identify a child's special educational need as early as possible, under the four broad areas of need, to enable us to provide the appropriate support to meet the needs of the whole child.

The following are **NOT SEN** but may impact on progress and attainment:

- Disability (the Code of Practice outlines the “reasonable adjustment “duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman
- Behaviour. (Any concerns relating to a child's behaviour should be described as an underlying response to a need which we will be able to recognise and identify clearly as we know the child well.)

6 A Graduated Response

At St. Augustine's Catholic Primary School, we believe that Quality First Teaching is the key to meeting the needs of most of our children. Through differentiated planning, a range of teaching methods and a good working knowledge of the children's needs, most children will make good progress. Our class teachers closely



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monitor the progress made by all children in their class and ask advice from the Phase Leader, SLT (Senior Leadership Team) or Inclusion Leader if they have concerns about any of their pupils.

6.17 *Class and subject teachers, supported by the senior leadership team, should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances.*

This can be characterised by progress which:

- *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*

(SEND Code of Practice 2015 – p95)

The Inclusion Leader may then suggest activities such as small group work or taking part in additional activities (interventions) to help the child.

All teachers are teachers of children with special educational needs and therefore class teachers are responsible and accountable for the progress and development of the pupils in their class, including where children access support from teaching assistants or specialist staff.

If the child continues to have difficulties, as indicated by high quality formative assessments, the Inclusion Leader and the Class Teacher would suggest additional support and / or assessments. At this point, the child may be placed on the SEN Support Register after consultation with parents / carers. Where the child presents as having higher levels of need, the school may draw on external services to provide advice, assessments and / or specialist programmes of work.

Our procedures are designed to offer a graduated response to special needs in line with the SEN Code of Practice (2014) including the following stages.

Once a child has been identified as having SEN, the following steps are followed:

Step 1: Class Teacher, Inclusion Leader and Parents / Carers make the joint decision to place the child on the SEN Support Register.

Step 2: Individual targets and strategies / interventions are identified and put into place in the form of an IEP. (These are agreed by staff and parents / carers in termly SEN Structured Conversation.)

Step 3: These are reviewed at termly meetings with parents / carers, following the SEN Code of Practice 2014 format of [Assess, Plan, Do and Review](#). External agencies may be involved for support and / or assessment where required.

Step 4: Where children have very complex needs and / or despite the school having taken relevant and purposeful action to support the SEN of the child, the child does not make expected progress, the school or parents may request an Education, Health and Care needs assessment. (EHC plan)

Parents and the child are involved in all of the above steps as much as possible. (This often depends on the age of the child.)



7 Managing SEN in school

The Inclusion Leader is responsible for keeping all records up to date and managing the SEN process and procedures.

Children on the SEN register are classified as having **SEN Support**. Some children will be on the SEN register and receive SEN support for a relatively short period of time and others will remain on the register for a longer period of time. Using the Assess, Plan, Do, Review cycle, the SENCO will continually evaluate and update the SEN register and monitor the interventions and support available to children to ensure that the SEN needs of each child are being met.

IEP's are working documents and will be updated at least three times a year by the class teachers as part of the review process, with children and in consultation with parents. These are reviewed and new targets set in November, March and June. **This arrangement may be varied as required to meet the needs of individuals.**

If the school feels that the child no longer needs SEN support, there will be a consultation with parents and the child will be taken off the SEN register. The child will continue to be monitored through the rigorous assessment and monitoring that is in place for all children.

8 Further Support

Some children will need support from outside agencies. Currently we work with a wide range of external services including:

- Educational Psychology Services (EPS)
- SEMH&L (Social, Emotional and Mental Health and Learning)
- Complex Communication Team (CCT)
- Speech and Language Therapy Service (SaLT)
- Occupational Therapy (OT)
- Child and Adolescent Mental Health Service (CAMHS)

You can find out more about local services that we use in our SEN Information Report which is on our website.

If the current support provided in school is not meeting the child's needs or they have particularly complex needs, a child may have an **Education Health and Care** plan (EHC). The school or parents can request an assessment for an EHC plan at any time where necessary to meet the additional needs of a child. There is a formal process and there are strict criteria to meet.

9 Supporting Pupils and Families

Families can find additional help and guidance in the schools SEN Information Report or Coventry's Local Offer.

Families needing additional support can also request this through the Early Help process following an assessment of need, through the Early Help system.



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All children are supported through times of transition by the school. Where children have been identified as having additional needs the Inclusion Leader alongside the class teachers will coordinate transition to other settings.

10 Supporting Pupils at school with Medical Conditions

The 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 the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEN) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed.

Please refer to our 'Supporting Pupils with Medical Needs Policy' for further details

11 Monitoring and Evaluation of SEN

The SEN policy will be evaluated and reviewed every year. All SEN services and provision in the school are subject to rigorous monitoring through the gathering of parent, staff and pupil views and Governors and SLT monitoring schedules. The progress of SEN children is regularly monitored through work scrutiny, data analysis and pupil progress meetings. The regular monitoring of interventions and provision promote an active process of continual review and improvement of provision for pupils.

12 Training and Resources

SEN is funded by a notional budget awarded to the school. It is therefore the responsibility of the school to meet the SEN needs of a child where possible through this funding. Where a child's needs are greater or more complex, and cannot be met through the notional budget, an EHC plan may be requested to access top up funding to support the needs of the child.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. This is either led by the Inclusion Leader or by external specialists and is organised by the Inclusion Leader or Senior Leadership Team.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the Inclusion Leader to explain the systems and structures in place around the school's SEN provision and practice and to discuss the needs of individual pupils.

The school's Inclusion Leader regularly attends the SENCO network meetings in order to keep up to date with local and national updates in SEN.

The Inclusion Leader meets with all Class Teachers to assist them in meeting the needs of the children in their class.

The Inclusion Leader, class teachers, teaching assistants and learning mentor work closely together to ensure the needs of the children are met.



13 Roles and Responsibilities:

St. Augustine's Catholic Primary School recognises that provision for children with Special Education Needs is a matter for the school as a whole. Roles and Responsibilities with regard to SEN are designated in the following way:

The Role of the Head teacher: Miss V. McDonald

- Allocate roles and responsibilities to staff so that special needs are met.
- To liaise with Inclusion Leader, staff, support services, parents and pupils.
- To ensure that the needs of SEN children are met within the school.

The Role of the Inclusion Leader: Mrs J Morgan

- overseeing the day-to-day operation of the school's SEN policy
- coordinating provision for children with special educational needs
- liaising with and advising all staff
- overseeing and maintaining the records of all children with special educational needs
- liaising with parents of children with special educational needs
- contributing to the in-service training of staff
- liaising with external agencies
- organising and chairing annual review meetings where appropriate
- helping staff to identify early intervention
- tracking pupils' progress and allocating additional support to individual or groups of pupils
- documents and records are kept and shared with staff and parents and are available where needed
- completing and maintaining the Special Educational Needs Register
- making sure relevant referrals have been made
- tracking pupils' progress and allocating additional support to individual or groups of pupils
- ensuring individual needs of SEN pupils are met through targeted intervention where necessary

The Role of the Class Teacher

- providing quality first teaching to all pupils, including those identified as having SEN
- identifying each child's needs and levels of attainment and progress
- advising parents of any concerns
- raising concerns for children that they are worried about and discussing with the Inclusion Leader
- providing reports for external specialists
- monitoring and assessing progress and maintaining appropriate records, including writing and reviewing IEP's and implementing strategies that have been suggested by the Inclusion Leader or external specialists
- plan and prepare work for children to enable them to access the curriculum
- ensure the delivery of the curriculum is appropriate to allow access for all children
- fulfil any other duties as required of the class teacher as stated in the SEN Code of Practice 2015

The Role of Higher-Level Teaching Assistants/Teaching Assistants/ Learning Mentor:

Under the guidance of the class teacher to:

- Carry out activities and learning programmes planned by the class teacher and the Inclusion Leader.
- to report and record work that has been carried out and progress that has been made as requested.



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- to support children in class or by withdrawing individuals and small groups.
- to attend INSET and courses where appropriate.
- to be fully aware of the school's SEN policy.

The Role of SEN Governor: ????

- to monitor and support the SENCO and Senior Leadership in the implementation of the SEN Policy and SEN Information Report.
- to inform Governors of any issues regarding the implementation of the SEN policy.

14 Additional Responsibilities

Person / People responsible for Safeguarding:

Vivien McDonald (Headteacher) Claire Carey (Deputy Headteacher), Claire Carlin (Assistant Headteacher), Heather Cowell (Assistant Headteacher), Wendy McMahon (Learning Mentor), Jacqui Morgan (Inclusion Leader)

Person / People responsible for Pupil Premium Grant:

Claire Carey (Deputy Headteacher), Claire Carlin (Assistant Headteacher)

Person / People responsible for Looked After Children:

Claire Carey (Deputy Headteacher)

Person / People responsible for ensuring the medical needs of children are met:

Claire Carey (Deputy Head) Jacqui Morgan (Inclusion Leader)

15 Storing and Managing Information

St. Augustine's will follow the schools Holy Cross MAC Information Security Policy with regards to storing and managing information held about SEN in line with GDPR. All documents regarding SEN will be stored in locked filing cabinets and on secure ICT systems within the school.

16 Reviewing the Policy

This policy has been written with regard to the SEN Code of Practice (January 2015).

The SEN Policy and the SEN Information Report will be updated annually by the Inclusion Leader and shared with all staff and governors.

17 Accessibility

The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. St. Augustine's Primary School works closely with the LA to ensure that accessibility is considered in all building work. Curriculum accessibility is closely monitored and assessed by the Senior Leadership Team.



18 Concerns

If you have any concerns about your child, please refer directly to your child's class teacher. They know your child the best and can usually deal with your queries. Alternatively, you can contact the SENCO directly through the school office.

19 Complaints

If you have any complaints about this policy or SEN in general, please contact the Inclusion Leader, the Head Teacher or the Governor for SEN. Details are available on the SEN Information Report.

20 DATE OF REVIEW

Date of Review: September 2022

Date of Next Review: July 2023