

St Augustine's CE (A) Primary School

SEND Policy 2020



(review January 2021)

ST AUGUSTINE'S CE (VA) J & I SCHOOL

INCLUSION AND SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY

Spring 2020

Inclusion Statement

At St Augustine's we are committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgmental attitude throughout the school. We care about the children in our charge and want them to succeed and make a positive contribution to our school and the wider community.

Special Educational Needs Policy and Inclusion Policy

Aims

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND
- To ensure that every pupil experiences success in their learning and achieves to the highest possible standard
- To support all children in their social and emotional development and life skills as well as academic attainment
- To enable all pupils to participate in lessons and school life fully and effectively, including residential trips and off-site visits
- To listen to and value the contribution of all pupils to the life of the school
- To work in partnership with parents as the views of the child and family are integral to the SEND decision making process
- To provide appropriate resources and make all reasonable adjustments to enable all children access to education
- To monitor outcomes and progress for all children
- To regularly review accessibility arrangements
- To communicate with the Governing Body to enable them to fulfil their monitoring role with regard to the Policy Statement for SEND
- To work closely with external support agencies, where appropriate, to support the need of individual pupils
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils
- To ensure that SEND provision at St Augustine's follows the requirements of the Children and Families Act 2014, the 2014 SEND Code of practise: 0 to 25 Years and the Equality Act 2010

Teaching and Learning

Every child has an entitlement to quality first teaching and a stimulating curriculum, which is appropriately differentiated to meet their learning needs within the classroom. For some children with Special Educational Needs and or disabilities (SEND), additional support is required over and above this to ensure that they fulfil their potential. The provision for SEND is the educational provision that is put in place which is in addition to that made for others of the same age and goes beyond differentiation.

Some children with SEND are able to flourish without much additional support, some will require intermittent intensive support, and others will require on-going specialist support. It may include

access to additional resources and interventions as appropriate for their needs. Please see local offer for a comprehensive list of what St Augustine's provides.

Parents of children with SEND should be aware of the additional support provided and be involved in shaping what this additional support looks like, through regular updates. They should also be aware of any external agencies that may be involved e.g. external health care, education services and social services.

Targets should be identified for all areas of need for pupils with SEND and these will be seen in provision/target monitoring sheets and outcome plans. The effectiveness of the SEND provision put in place to address those needs will be measured against the progress made towards these targets.

Responsibilities and Resources

The Class Teacher, is responsible and accountable for the good progress and learning of all the pupils in their class, including those pupils with SEND. As such they are responsible for identifying and providing for, those pupils who have SEND which includes ensuring that any additional staff support is deployed effectively to enable the child to make maximum academic progress.

Teachers are also responsible for providing a learning environment that is inclusive and caters for different learning styles. This will involve the effective use of resources and keeping up to date with current thinking.

Progress is regularly monitored, especially for children with SEND. Interventions are measured for impact. Dated records of visits from any support agencies and the advice given is kept.

Teachers meet regularly with parents to discuss the needs and progress of children in their class, including those with SEND, and keep parents up to date with what is happening in the classroom and with progress.

The Special Needs Co-ordinator (SENDCO), in collaboration with the Headteacher and Governing Body, takes responsibility for the day to day operation of the SEND/Inclusion policy and co-ordination of special needs provision, working closely with staff, parents and carers and other agencies and schools. The SENDCO also provides professional guidance to colleagues to secure high quality teaching for pupils with SEND.

Other responsibilities include:

- Ensuring all members of staff understand their responsibilities to children with SEND
- Engaging with pupils and parents to ensure that their views are part of the process of setting outcomes and provision
- Liaising with the relevant designated teacher where a child who is looked after or has intensive social care involvement has SEND
- Advising on appropriate support, interventions, differentiation and the graduated approach to providing SEN support
- Monitoring the effectiveness of the schools SEND provision by tracking the progress of pupils with SEND
- Being a key point of contact for external agencies
- Liaising with previous and potential next education providers to ensure pupils and their parents are kept informed on options and a smooth transition can be planned
- Collating information and ensuring that the schools records of all pupils with SEND are up to

date

- The SENDCO liaises with the SEND Governor to keep them updated on developments and progress of SEND within school
- Meeting with the headteacher to ensure appropriate resources/staffing is available

The SENDCO at St Augustine's is Liz Homer

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with SEND. The Headteacher works closely with the SENDCO and keeps the Governing Body fully informed of SEND issues, providing an annual SEND Information Report. The content of the report is specified at section 6.79 of the *Code of Practice 2014: 0 to 25 years*.

The Governing Body, the duties of the Governing Body are set out in the latest SEN Code of Practice. See below:

The SEND Governor is the representative of the governing body who has been elected to liaise between the SENDCO and the governing body. As such, the SEND Governor will have enhanced knowledge and insight into how the provision for SEND is operating within the school.

The SEN Governor will

- Be involved in the monitoring of the policy and strategic approach to meeting the needs of pupils with SEND
- Monitor and review SEND provision within the school
- Inform all other governors of SEND issues following discussions with the SENDCO
- ensure that teachers in the school are aware of the importance of identifying, and providing for those pupils who have special educational needs
- Consult the LEA and the governing bodies of other schools, when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole
- Co-operate with the Local authority around the schools SEN Information Report and how this feeds into the LA's Local offer
- Ensure there is an SEN Information report in place that includes details on provision for those with SEND including arrangements for children with disabilities and those who have medical conditions to make sure their needs are met
- ensure that a pupil with special educational needs joins in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for and the efficient education of the pupils with whom they are educated and the efficient use of resources
- report to parents on the implementation of the school's policy for pupils with special educational needs
- Act as the 'Champion' for the children with SEND

The SEND Governor is Rev. John Hellewell.

CPD

A programme of Continuing Professional Development for SEND is planned according to the school pupil profile.

Facilities For Pupils With Special Educational Needs

The school is a Victorian building with some steps. There is disabled access to most areas of the

school and all access needs are addressed as issues arise. There are disabled toilets and changing facilities within the school building. The school will have regard to the Children's and Families Act 2014 and the *Code of Practice 2014: 0 to 25 years* in terms of admitting pupils with disabilities.

There are facilities for small group/individual teaching in the rainbow room, pastoral room, year 6 shared area, ICT suite and library.

All members of the school community, including pupils, are invited to inform the school of any disability they have.

The Equality Policy and Plan, Keeping Children Safe in Education document (2019) and the Medical Conditions Policy should be read in conjunction with this policy.

Resources

Delegated funding for pupils with EHC Plan is used to where appropriate; appoint an additional staff member, purchase resources to support individual needs and train staff to enable them to give the very best possible care.

Other devolved funding is allocated to support the needs of pupils with SEND where required.

A costing is calculated for every pupil who has an Outcome Plan, for all children who are on our SEND register.

Pupil Premium money is carefully allocated to support the children who have been targeted. A report of this expenditure is normally completed termly and reported to the Governing Body.

Additional school funds support the management of SEND provision by purchasing resources and training staff to meet the changing needs of the pupil profile.

Identification, Assessment and Review

The school follows the SEND *Code of Practice 2014: 0 to 25 years'* graduated approach with regard to the identification, assessment and review of pupils with special educational needs. Through this process earlier actions and decisions are re-visited, refined and revised. The four key actions are:

- Assess:** the class teacher and SENDCO should clearly analyse, using a range of information, a pupil's needs (including social, emotional as well as academic) before identifying a child as needing SEN support.
- Plan:** SMART targets are set and where it is decided that pupils will achieve best from SEN Support parents are consulted.
- Do:** the class or subject teacher remains responsible for working with the child on a daily basis. Where the interventions involve group or 1:1 teaching away from the main teacher, he/she still retains responsibility for that pupil's learning.
- Review:** the effectiveness of the support should be reviewed in line with the agreed date and where necessary the process repeated.

Pupils receive a differentiated curriculum and those who fail to make the expected progress or are significantly behind their peers are initially identified by class teachers but also directly by the SENDCO. Close monitoring and tracking of the progress of all children enables the early identification of pupils who may require additional support. Early identification plays a key part in enabling children to become successful learners. However, pupils are not automatically identified as having

SEN on the basis of lack of progress. Initial discussions will take place between the parents, child and teacher to identify potential issues impacting on learning.

The school has a system whereby any member of staff can raise concerns/issues with the class teacher, SENDCO or Head about a child with a potential SEND or other barrier to learning. We involve parents/carers and the young person in question as soon as we feel a pupil may have a barrier to learning.

In school we use a range of assessment data eg, relevant family/medical history, Foundation Stage Profiles, Tapestry, Derbyshire Tracker, Moderated Teacher Assessments, Screening Tests, SATs results, ASP, reading/spelling phonological awareness tests; behaviour observations recorded on CPOMs, etc. A range of diagnostic tests are used where appropriate.

Pupils who fail to make expected progress on the basis of accumulated evidence are placed on the SEND Register. Parents are consulted before this decision is made. The register is updated regularly to take into account any changes.

SEN Support

When placed on the SEND register at this stage it will be as SEN support and teaching staff and support staff will plan specific learning opportunities to enable the pupil to make expected progress. If any intervention sessions or specialist provision are required then these pupils may require an Outcome Plan. An Outcome plan is drawn up in consultation with parents/carers and where possible, the pupil. Occasional advice may be sought from external agencies to inform effective intervention. The Outcome plan format in use allows for close monitoring of progress towards short-term outcomes, agreed with pupil and parents/carers, which are reviewed termly. If a pupil fails to make the expected progress advice may be sought from external agencies which may include social, health and/or educational services. At this stage, an SEND may be identified. An outcome plan shows all the provision and intervention that an individual pupil is having as well as their targets. Total expenditure can also be calculated from this when necessary.

Some children may benefit from specialist interventions from external agencies, such as the Speech and Language Services or the Autistic Spectrum Support Service who run individualised programs within the school. The School works closely with all education, health and social services agencies to provide a coherent program of support for its children. For details of these, please refer to the School's Local Offer. Specialist advice will be followed with regards to helping children with more complex needs.

Four Categories of SEN – Broad Areas of Need

1. *Communication and Interaction*, including:
 - SLCN (Speech, Language and Communication Needs)
 - ASD (Autistic Spectrum Disorder)
2. *Cognition and Learning*; when children learn at a slower pace than their peers, even with appropriate differentiation. They include:
 - MLD (Moderate Learning Difficulties)
 - SLD (Severe Learning Difficulties) - where pupils are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication.
 - PMLD (Profound and Multiple Learning Difficulties – where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory

- impairment.)
- SpLD (Specific learning Difficulties affecting one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.)
- 3. *Social, Emotional and Mental Health Difficulties*. They include:
 - Wide range of difficulties that manifest themselves in many ways eg becoming isolated, withdrawn, displaying challenging, disruptive behaviour. They may reflect underlying mental health conditions such as anxiety, depression, self-harming, substance misuse, eating disorders or other physical symptoms that are medically unexplained.
 - ADD (Attention Deficit)
 - ADHD (Attention Deficit Hyperactive Disorder)
 - Attachment Disorder
- 4. *Sensory and/or Physical Needs*, including:
 - Vision Impairment
 - Hearing Impairment
 - Multi-Sensory Impairment
 - Physical Disability

Education, Health Care Plans (EHCPs)

If pupils are either not making expected progress or achieving at a considerably lower level than is within the national expectations for their age, a decision may be made to request formal assessment for an EHC Plan (Education Health Care Plan). An application can only be made following two full cycles of Assess, Plan, Do, Review (mentioned earlier) covering at least two terms. A clear provision map is required for any pupil who is going through the EHC plan process. An additional SEND support plan will be produced prior to completing the application for an EHC plan.

On gathering all relevant advice about a pupil's progress the SEN team may issue an EHC Plan outlining outcomes to be met and additional provision to be provided.

Where a child with SEND also has a Child in Need (CIN) or a Child Protection (CP) plan, the school works with the social workers to ensure that social care assessments are aligned with EHCP assessments and reviews wherever possible. The school also works with the services of the Virtual School to access appropriate support for Children Looked After (CLA).

Reviewing progress towards outcomes

Pupils' Outcome Plans are kept within the pupils' classroom. These are monitored weekly by the class teacher, teaching assistants and where possible the pupil themselves. Outcome Plans are reviewed termly by school staff, parents and representatives from external support agencies, if appropriate. If a decision is made to draw up a new Outcome Plan the SENDCO will file a copy centrally and send a copy to parents/carers and any external agency that is involved.

Progress towards the outcomes of EHCP will be reviewed on a half termly basis and more formally, on a yearly basis (at an annual review). Reviews of progress are undertaken in partnership with the child, their parent and any external agencies involved and take account of their views, wishes and feelings. Clear goals are set, and strategies to support success are identified. A copy of the review report is then sent to all invitees including parents/carers and the SEN Team. For children issued with an EHC Plan, there will be an additional review no later than 6 weeks after the issue date. The SEN Team may attend these reviews, as well as any other external agencies.

SEN Information report

The range of support and the SEND provision offered to pupils with additional needs at St Augustine's is presented within the School Local Offer. The purpose of which is to enable parents and young people to see what services are available to them and how to access them. We also access SEND support, advice and provision available in the Local Authority (Calderdale's Local Offer).

These services include:

- Educational Psychology
- The SEN Team
- The School Nurse &/or other Health Professionals
- Education Welfare Service
- SENDIASS Service
- Special Schools
- Specialist Inclusion Services (e.g. ASD Team)
- Children's Social Care
- Children and Adolescent Mental Health Service
- Virtual Schools; to determine the arrangements for supporting children who are looked after by the local authority and have SEND.

The school will also seek support from voluntary and private agencies as required.

Liaison With Parents/Carers

The school works in partnership with parents of pupils in accordance with guidance in the 2014 SEN Code of Practice: 0 to 25 Years.

- If the class teacher has an initial concern about a pupil's progress parents will be invited to discuss this with the teacher at the earliest opportunity and be told of strategies in place to help their child
- If a decision is being considered to move a pupil on to the SEND Register then parents will be asked for their views prior to any decision being made. Parents will be fully informed of any additional programme in place for their child.
- Parents'/carers' views will also be sought when a pupil's Outcome Plan is drawn up, and may be given suggestions as to how these can be supported at home
- Parents are invited to discuss new outcome plans at parent's evenings and their comments are taken into consideration when deciding upon future action
- In terms of an Annual Review, parents' comments are sought prior to the review report being drafted, incorporated into the final report as well as being invited to attend each annual review.

Consulting Young People with SEND

- Children's views will be sought and taken into account during the review process and at and targets will be reviewed with children regularly.

Transition Arrangements

Transition reviews for Year 6 pupils are held, where possible, in the autumn term. The appropriate secondary school SENDCO is invited to Annual Reviews. Additional transition arrangements may be made at these reviews e.g. extra visits, travel training etc.

SEND pupils that are moving between key stages will have transition arrangements in place via the Outcome Plan review process.

Procedure for Concerns

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. Parents who are concerned about the SEND provision that their child is receiving should initially meet with the class teacher and SENDCO. The headteacher may be

consulted and the SEND governor. All parents and carers are encouraged to use the SENDIASS Service to support them.

Policy Review

The policy for SEND is subject to a regular cycle of review. The policy for SEND will be reviewed in Spring 2021.