



ST AUGUSTINE'S CATHOLIC PRIMARY SCHOOL

Special Education Needs and Disability Policy 2017-18

Inclusion Statement

At St Augustine's Catholic Primary School we strive to raise the aspirations of and expectations for all pupils with Special Educational Needs (SEN). We value their abilities and achievements and are committed to providing the best possible environment for positive learning outcomes. St Augustine's has clear systems in place for the management and provision of support for SEN and endeavours to achieve inclusion of every pupil regardless of need.

In identifying and providing for pupils who have special educational needs and additional needs we work within the guidance provided in the SEND Code of Practice 2014. The Governing Body will ensure that appropriate provision will be made for all pupils with SEN.

Definition of Special Educational Needs (SEN)

St Augustine's Primary School follows the Special Educational Needs and Disability Code of Practice 2014 definition where:

'A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.'

A child of compulsory school age 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.

A child under compulsory school age has a learning difficulty or disability if he or she is likely to fall within the above definition when of compulsory school age (or would be likely to, if no special educational provision were made).

A child with a long term medical condition does not necessarily have SEN but where a child requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010, they will additionally be covered by the Special Educational Needs and Disabilities (SEND) definition.

A child does not have a learning difficulty or disability solely because the language in which he or she is taught is different from a language which is spoken at home.

The School's Key Objectives for SEN

In providing for those pupils identified as having SEN at St Augustine's Catholic Primary School we seek to:

- ensure that all pupils are valued equally
- ensure that all pupils make progress
- work in close partnership with parents/carers and children
- ensure that SEN are identified and assessed as early as possible
- ensure pupils' needs are met as soon as is practicable
- ensure that all children have access to a relevant, broad and balanced curriculum
- work proactively with the local authority (LA) and other agencies, including social services, parent support groups, psychologists and medical services, in identifying, assessing and meeting SEN needs
- develop and maintain a range of professional expertise within the school
- monitor, review and evaluate policy and provision on a regular and systematic basis.

Admission Arrangements

The admission of pupils with SEN is the responsibility of the LA in accordance with the admissions procedures agreed with the governors of the school. The school has an open admissions policy when it is in the best interests of the child concerned. Liaison with the pupil's former school and with existing school staff, interviews with parents/carers and collation of the information from support services are the overall responsibility of the Headteacher and SEN co-ordinator.

Roles and Responsibilities

The governing body as a whole is responsible for making provision for pupils with special educational needs.

The SEN Co-ordinator (SENCo) is Arlette Bayouni. The key responsibilities of the SENCo include:

- overseeing the day-to-day operation of the school's SEN Policy
- co-ordinating provision for pupils with special educational needs
- liaising with and advising teachers and learning support assistants (LSAs)
- maintaining the school's SEN register and overseeing the records on all pupils with special educational needs
- liaising with parents/carers of children with special educational needs
- contributing to the in-service training of staff
- liaising with external agencies including the LA's support, educational psychology services, speech and language, Drumbeat (ASD), New Woodland's outreach services as well as health and social services
- providing information to the governing body.

Monitoring Pupil Progress

At St Augustine's pupils' progress is constantly monitored. Every half term we look closely at groups and individuals to ensure every child is making the expected progress or above. When a pupil is making less than expected progress the class teachers create an action plan for that pupil to enable him/her to accelerate their progress. This is monitored with a view to putting in place additional support if the pupil continues to make less than expected progress.

Identification and Assessment of SEN

The class teacher is the first point of contact for parents/carers who may wish to express a concern about some aspect of their child's progress or learning. The class teacher must have knowledge of every child's skills and abilities, and find ways of providing appropriate access to the curriculum for each child. The class teacher is the person with key responsibility for devising and delivering support within the classroom which is matched to the child's needs.

In collaboration with class teachers and other professionals where appropriate, and in consultation with parents/carers, the SENCo decides if a pupil who is causing concern needs to be placed on the SEN register. Each child is registered under his/her main presenting or predominant need.

The needs are divided into 4 categories: C+L (Cognitive and Learning), C+I (Communication and Interaction), SEMHD (Social, Emotional and Mental Health Difficulties), S+P (Sensory and Physical).

The progress of all pupils in the school is monitored regularly using a range of strategies. These include a computer-based tracking system, Target Tracker, which records each child's national curriculum (NC) levels in the core subjects every half term, enabling class teachers to track and monitor individual progress and liaise with the SENCo and Headteacher to plan further support for any child failing to make sufficient progress. This tracking system ensures that those pupils making insufficient progress can be identified, assessed and targeted for appropriate intervention at the earliest opportunity.

In addition to tracking individual pupil progress over time we look at progress in other areas, for instance communication and interaction or emotional and social skills.

Quality First Teaching

At St Augustine's all class teachers are fully aware of their responsibility and accountability for the progress and development of the pupils in their class - including those pupils who access support from learning support assistants or specialist staff - through the delivery of high quality teaching differentiated for individual pupils as the first step in responding to pupils who have or may have SEN.

A Graduated Approach to SEN Support

Where a pupil's 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, he/she is identified as having SEN and is placed on the school's SEN register and the school then puts in place SEN support. This takes the form of a four-part cycle referred to as

'Assess-Plan-Do-Review':

- **Assess:** a clear analysis of the pupil's needs through the teacher's assessment and experience of the pupil, previous progress and attainment, the views and experience of the

parents/carers, the pupil's own views and, if relevant, advice from external support services.

- **Plan:** the teacher and SENCO agree in consultation with the parent/carer the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.
- **Do:** the class teacher remains responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the class, the teacher retains responsibility for the pupil and works closely with the SENCo, any teaching assistants or specialist staff involved to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- **Review:** the effectiveness of the support and interventions and their impact on the pupil's progress is reviewed by the class teacher and SENCo in consultation with the parent/carer and any external support services as appropriate, and changes to the support are then agreed upon as appropriate.

Pupils are removed from the register if and when they are deemed to have responded consistently to support and interventions and are able to make consistently the expected or above progress once support has been withdrawn.

EHC Plans (Education Health and Care Plans)

The majority of pupils in the school with SEN will have their needs met through the provision of SEN support delivered via the cycle of Assess-Plan-Do-Review, described above. However, where a pupil fails to respond to that process s/he may require an EHC needs assessment in order for the LA to decide whether it is necessary for it to make provision through an EHC plan.

The purpose of an EHC plan is to make special educational provision to meet the SEN of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.

EHC plans are reviewed annually by the school in collaboration with the Local Authority and any external agencies involved in the support of the pupil.

Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice. Wherever possible pupils are involved in monitoring and reviewing their progress.

Curriculum Access and Provision

The staff at St Augustine's has a responsibility to provide a broad and balanced curriculum for all pupils. The national curriculum is the starting point for planning a school curriculum which meets the specific needs of individuals and groups of pupils, and is modified by class teachers to provide effective learning opportunities for all pupils, through differentiation in planning and implementation. Such differentiation allows for the development of a more inclusive curriculum which provides all pupils with relevant and appropriately challenging learning, so addressing the diversity of individual learning needs in the school.

Pupils with SEN will be enabled to access the curriculum through the specialist SEN provision provided as appropriate to their needs, taking into account their individual wishes and those of

their parents/carers. Every effort will be made to educate pupils with SEN alongside their peers in the classroom where this is reasonable for their needs and those of their peers.

The range of provision includes:

- class-based small group support from the class teacher, learning support assistant (LSA)
- Individual or small group interventions out of class from the LSA, learning support teacher, SENCo
- differentiation of resources.
- alternative methods of recording, eg. writing frames/mind maps
- provision of specialist equipment according to need.
- access to specialist teaching, external advice/services, continuing professional development for staff

The school recognises the importance of continuing professional development for all teaching and support staff to ensure the progress of all pupils including those with SEN. In-class provision and support are deployed effectively to ensure that learning is differentiated appropriately and that progress is maximised.

Resources

Funding for SEN comes from the Additional Educational Needs (AEN) budget.

Pupils who have an EHC plan receive direct matrix funding from Lewisham. This is spent on allocated individual support and resources appropriate to the needs of the pupil. Funds from the SEN budget are used to subsidise and EHC plans. Lewisham will only provide EHC plans for those pupils judged to need 19 hours or more of individual support [matrix 6+].

Governors monitor the allocation and expenditure of these resources. The SEN link governor, Nick O'Shea and the school's business manager, Josée Santarossa, monitor SEN expenditure against the allocation.

Provision maps

The SENCo, in collaboration with individual class teachers, will draw up a class provision map detailing all interventions in place for the children in his/her class. These will be updated in accordance with any changes made at any stage during the school year and reviewed half termly by the SENCo and all other staff responsible for the provision of interventions.

Record keeping

Records on all children with SEN are stored in individual files and are securely locked away. These are maintained throughout the pupil's time in the school and forwarded on to the pupil's next school as necessary. Where a pupil moving to another school is no longer on the SEN register the SENCo will share with the next school the pupil's SEN history and send on any documentation which may continue to be relevant, e.g. agency assessment reports. Any documentation which is no longer relevant and so not required by the next school will be securely filed away and eventually shredded.

All class teachers are provided with an additional educational needs (AEN) folder at the start of the school year. This contains the class provision map and documentation on individual children such as agency assessment reports. These are updated throughout the year as new information comes in on any pupil, or pupils with SEN transfer to St Augustine's within the school year.

Partnership with Parents/Carers

The school works in close partnership with parents/carers. We do so by:

- enabling parents/carers to play an active and valued role in their child's education
- keeping parents/carers informed, offering support during periods of assessment and any related decision-making process about SEN provision
- working effectively with all other agencies supporting children and their parents/carers
- working to ensure that parents/carers are confident that the school will listen to their views and concerns and act on these appropriately and immediately
- focusing on developing the child's strengths as well as areas of additional need

Links with the Health Services, Social Services and Education Welfare Service

Pupil's medical needs are recorded by parents/carers on the child's school admission form. Where these affect in any way the pupil's access to the curriculum or participation in school life the school will comply with its duties under the Equality Act 2010. Where there is a care plan in place, eg. for a child who has an epipen for allergies, the SENCo and the school health team, will meet with the parent/carer to ensure that this is updated. Information is then shared with all staff via the staffroom where a poster bearing a photograph of the pupil and a description of his/her needs and medication is displayed. The pupil's care plan and medication are also stored safely in the staffroom. A poster, bearing photographs of all pupils with allergies and a description of those allergies, is on display in the school kitchen.

Training for specific conditions are updated regularly in the school i.e. epipen training.

The SENCo is responsible for liaising with the health services through the school nurse and in some cases through direct contact with the agencies based at the Kaleidoscope Centre for Children and Young People in Lewisham.

The Headteacher is responsible for liaising with children's social care within her role as designated child protection officer. The Headteacher attends child protection case conferences and core group meetings, for which class teachers are required to provide confidential pupil reports.

Referrals to all agencies based at Kaleidoscope are made by the SENCo, with parent/carer consent.

Accessibility

St Augustine's Primary School has a duty to prepare an accessibility plan for disabled pupils in order to:

- increase the extent to which disabled pupils can participate in the curriculum.
- increase the physical accessibility of school premises for disabled pupils in as far as it is practicable.
- provide information in alternative format when required

Complaints Procedures

In the first instance, parents'/carers' complaints about the provision or organisation of SEN are dealt with through the procedures outlined in the school complaints policy.

If there continues to be a disagreement with regard to the SEN provision, the LA/other advisory body should make arrangements which include the appointment of independent persons, with a view to avoiding or resolving disagreements between the parents/carers and the school. Parents/carers have a right to appeal to a SEN tribunal at any stage.

More detailed information can be found in the SEND Code of Practice 2014.

If you require further information about the provision for SEND in the school please talk to your child's class teacher or contact Arlette Bayouni, the Special Educational Needs Coordinator (SENCo), on 020 8698 6083.