

Special Educational Needs and Disability Policy September 2018



Saint Augustine Webster
Catholic Voluntary Academy



Mission Statement

The school will aim to:

- develop an awareness of God's love and presence in individual's lives and to elicit a response to that;
- help pupils to develop a reasoned set of attitudes, values and beliefs allowing the individual to make sound and moral judgements in the light of personal commitment to the Lord, Jesus Christ;
- make prayer, worship and liturgy valued experiences;
- develop real links with home and parish;
- create caring relationships with all those children and adults who are involved in the school.

Rationale

This SEN policy details how Saint Augustine Webster Catholic Voluntary Academy will do its best to ensure that the necessary provision is made for any pupil who has special educational needs and those needs are made known to all who are likely to teach them. We will use our best endeavours to ensure that teachers in the Academy are able to identify and provide for those pupils who have additional needs. We will ensure that all pupils regardless of ability or disability are able to partake in the general life of the school and achieve their best in order to become confident individuals and go on to lead fulfilling lives.

Saint Augustine Webster Catholic Voluntary Academy will have regard to the SEND Code of Practice when carrying out its duties toward all pupils with special educational needs. All staff understand that **every teacher is a teacher of every child or young person, including those with SEN.**

This policy reflects the SEND Code of Practice 0-25 guidance.

Aims and Objectives

The aims and objectives of this policy are:

- to raise the aspirations of and expectations for all pupils with SEN.
- to identify and provide for pupils who have special educational needs and additional needs.
- to work with the guidance provided in the SEND Code of Practice 2014.
- to operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs.
- to provide a SENCO who will work with the SEN Inclusion policy.
- to provide support and advice for all staff working with children with special educational needs.
- to develop and maintain partnership and high levels of engagement with parents.
- to ensure access to the curriculum for all pupils.
- to create an environment that meets the special educational needs of each child;
- to ensure that the special educational needs of children are identified, assessed and provided for;
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for children's special educational needs;
- to ensure that parents or carers are able to play their part in supporting their child's education;
- to ensure that our children have a voice in this process.

Identifying special educational needs

The SEND Code of Practice states that there are four broad categories of need:

- Communication and Interaction,
- Cognition and Learning,
- Social Emotional and Mental Health Difficulties
- Sensory/Physical Needs.

While the four categories of need broadly identify aspects of primary areas of need for children and young people, at Saint Augustine Webster CV Academy we identify the needs of pupils by considering the needs of the whole child, which will include not just the special educational needs of the child or young person.

Many other areas may impact on progress and attainment; however, these are **not** special educational needs.

- disability (the Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under current disability equality legislation including the provision of auxiliary aids)
- attendance and punctuality
- health and welfare.
- English as an additional language (EAL)
- being in receipt of the pupil premium
- being a looked after child
- being a child of serviceman/woman.

Behaviour is now not considered as a SEN. Any concerns relating to a child's behaviour is described as an underlying response to a need which the staff at Saint Augustine Webster Catholic Voluntary Academy will be able to recognise and identify.

A graduated approach to SEN support

It is important that a pupil's special educational needs are identified as early as possible. The benefits of early identification are widely recognised – identifying need at the earliest point and then making effective provision improves long-term outcomes for the child. The majority of pupils have their needs met through quality first teaching through normal classroom arrangements and appropriate differentiation. We will always inform parents as soon as we identify that their child has special educational needs.

The progress made by all children will be regularly monitored and reviewed. There is no need for pupils to be registered or identified as having SEN unless the school is taking additional or different action. This would be once they had had all the intervention/adjustments and good quality personalised teaching. Making higher quality teaching available to all children is likely to mean that fewer pupils will require extra support.

If a pupil is not making adequate progress the class teacher ensures that there is high quality teaching targeted at the pupil's area of weakness, appropriate differentiation is in place and begins to collect a range of evidence through the usual assessment and monitoring arrangements.

EAL

The identification and assessment of the special educational needs of children whose language is not English, requires particular care. Where there is uncertainty about an individual child, teachers will look carefully at all aspects of a child's performance in different subjects, to establish whether the problems they have in the classroom are due to limitations in their command of the language. If the language is Polish, teachers will liaise with Mrs Smolinska / Mrs Hussain regarding nature of difficulties in his/her home language.

Triggers for further intervention are those described in the SEN Code of Practice 2014. If the evidence collected suggests that the pupil is not making expected progress, the class teacher consults with the SENCO in order to decide whether additional provision is necessary.

The SENCO, and staff scrutinise whole school data regularly as a means of screening pupils who are not making adequate progress. This allows early intervention to address the pupils' needs.

If a pupil is displaying an area of concern, the SENCO contacts parents and initiates the process of organising additional support to meet his/her needs. This may involve consultation and advice from outside agencies. There will only be one single category of support, SEN Support.

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.

Once children have been identified as having special educational needs, the class teacher and SENCO will meet with parents and the pupil to discuss and plan a suitable strategy or intervention.

All participants at the meeting will be expected to play their part in the Assess, Plan, Do, Review process. They will decide the level of provision needed.

The provision will be reviewed termly. If the child has made progress there is the option of a child being taken off the SEN register, however this would be agreed at the Review meeting with parents and pupil.

Class teachers will be expected to complete a short provision map to monitor the intervention and the progress of the child. The teacher has responsibility for evidencing progress according to the outcomes described in the plan.

Each child will create their own pupil profile. The SEN Planning and Review Meeting form will include the clear outcomes to be achieved within an agreed timeframe. Parents will receive a copy of the record of the meeting. The SENCO is responsible for maintaining and updating the SEN planning and review meeting form and pupil profile.

The class teacher, SENCO, pupil and parents meet to discuss this area of concern. All will agree a target and a time limited intervention/strategy. Targets will be reviewed at the next termly meeting. St Augustine Webster Catholic Voluntary Academy will follow the Assess – Plan – Do- Review cycle in partnership with parents and pupils.

For some children SEN can be identified at an early age. However, for other children difficulties become evident only as they develop. Parents know their children best and at Saint Augustine Webster we listen and understand when parents express concerns about their child's development. We always try to work as a team.

If a child has lifelong or significant difficulties they may undergo an Educational Health Care Plan referral, which is usually requested by the Academy but can be requested by the parent. This will occur where complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The application for an Educational Health and Care Plan will combine information from a variety of sources including:

- parents
- teachers
- SENCO
- social care
- health professionals.

Information will be gathered relating to the current provision, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether the child is eligible for an EHC plan. Parents have the right to appeal against the decision not to initiate the assessment leading to an EHC Plan.

Education, Health and Care Plans (EHC Plan)

Following Statutory Assessment, an EHC Plan will be provided by North Lincolnshire Local Authority, if it is decided that the child's needs are not being met by the support that is ordinarily available. The Academy and the child's parents will be involved in developing and producing the plan.

Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice. Once the EHC Plan has been completed and agreed, it will be kept as part of the child's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

SEN Budget.

All mainstream schools and academies are provided with resources to support those pupils with additional needs, including pupils with SEN and disabilities. Most of these resources are determined by a local funding formula, discussed with the local schools forum. Saint Augustine Webster Catholic Voluntary Academy has an amount identified within our overall budget, called the notional SEN budget. We always endeavour to provide high quality appropriate support from this budget.

North Lincolnshire Authority will provide additional top-up funding where the cost of the special educational provision for a particular child (with an EHC Plan) exceeds the nationally prescribed threshold. Where some or all of this budget is to enable the child to participate, enjoy and achieve their learning outcomes, this element is called the personal SEN budget. A child may also have an element of their personal budget from social care or health. While the personal SEN budget is focused on learning outcomes, a personal care budget is focused around family and home life. Personal health budgets are focused on health outcomes. Together these elements form the child's overall personal budget.

Since April 2013 the new school funding arrangements divide funding into three parts, elements 1, 2 and 3.

1. Universal services and mainstream funding per pupil at a school/academy.
2. Targeted services and support.
3. Choice and control/self-directed support. This is 'top up' funding by North Lincolnshire Authority. This funding is allocated through a resource allocation system as indicative personal SEN budgets. It provides the additional individual support the pupil's needs in order to achieve their learning outcomes as set out in their EHC Plan.

Parts of the personal SEN budget may be taken as a direct payment and used by parents on behalf of the child to purchase the additional and individual support set out in the EHC Plan.

Training and resources

An audit of all staff needs will be undertaken in September each year. The SENCO will arrange for training throughout the academic year. There are training materials for parents and staff on the academy website.

www.staugustinewebster.com

Roles and Responsibilities

- Mrs Wynne is responsible for managing pupil premium funding.
- The Designated Safeguarding Lead is Mrs Morrisroe and Mrs Dalton is the Deputy Designated Safeguarding Lead.
- The Designated Teacher for Looked After Children is Mrs Morrisroe
- Mrs Wynne is the Coordinator for the Ethnic Minority Achievement Team.
- The SENCO is Mrs.Wynne. Her role is to determine the strategic development of the SEN policy and provision in school. She also has day-to-day responsibility for the operation of the SEN policy and co-ordination of specific provision made to support individual pupils with SEN, including those with EHC plans.
- The SEN Governor is Mrs A. Drayton. She has statutory responsibilities for pupils with SEN. She has specific oversight of the academy's arrangements for SEN and disability.
- Mrs S.Hopkins is the SEN teacher. Her role is to meet the needs of children on the SEN register needing SEN Support liaising closely with class teachers.
- The Learning Mentor is Mrs L.Vitello. Her role is to work with families to help their children. She works with children in 'The Shelter' providing a nurturing environment for a range of interventions. She is also a qualified Speech and Language Assistant and provides speech and language therapy, occupational therapy and physiotherapy on a daily basis.
- The Behaviour Mentor is Miss Driskell. Her role is to support children who need help with behaviour management to overcome barriers to learning and who may be at risk of exclusion.

Storing and managing information

- All SEN folders will be stored in the SEN Office. This is kept locked in order to ensure confidentiality.
- A folder of SEN information will be passed on when a child transfers to another school or setting, including into the secondary phase. All SEN records etc will be treated as confidential.

Dealing with complaints

If a parent or carer has any concerns regarding the SEN provision for their child they should in the first instance speak to the class teacher. If the issue is not resolved he/she should contact the SENCO. Finally if the matter has not been rectified the Complaints Procedure Policy should be followed. This policy is to be found on the academy website. www.staugustinewebster.com

Reviewing the policy

The SEN policy will be reviewed annually and approved by governors.

Mrs Wynne (SENCo)