

# Special Educational Needs and Disability Policy September 2020



# 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.

## **Introduction**

The objectives of the Governing Body in making provision for pupils with SEN/D (Special Educational Needs and Disability) and a description of how they will contribute towards meeting these objectives are described within this SEN/D Policy.

## **Aims**

- To identify and support the needs of the children with SEN/D in accordance with the SEN/D Code of Practice: 0 to 25 years (January 2015).
- To provide a broad, balanced curriculum within which the special needs of individual are met
- To ensure that all children realise their full potential educationally, socially and emotionally
  - To ensure liaison with parents, outside agencies and Governors through regular consultations

## **Objectives**

- To ensure that SEN/D children have access to the full curriculum through the processes of assessing, planning and matching of work.
- To identify the specific needs of individual children and provide them with the appropriate learning objectives to meet their needs.
  - To liaise effectively with outside agencies and parents to ensure that the needs of SEN/D children are met.

## **The Role of the SEN/D Co-ordinator**

- To ensure the implementation of the SEN/D policy in accordance with the SEN/D Code of Practice: 0 to 25 years (January 2015).
- To assist colleagues in assessing, planning, and the monitoring of SEN/D pupils. • To liaise with class teachers and subject leaders to ensure that children with SEN/D have access to the full curriculum.
- To liaise with parents and staff termly to review and discuss further action linked to Individual Learning Plans.
- To ensure that Teaching Assistants are deployed appropriately in conjunction with the Headteacher in order to support identified pupils.
- To attend courses relevant to the development of the role and feed back information through INSET.
- To signpost, access and liaise with support services.

## **The Role of the SEN/D Governor**

- To meet with the SENDCo at least termly.
- To monitor the impact of provision and interventions.
- To compile a report which is presented to all Governors at the Full Governing Body meeting/IEC.
- To participate in a planned program of monitoring.

## **Co-ordination of Provision**

All teachers are responsible for the education of all pupils including those with special educational needs. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN/D.

The SENDCO oversees all aspects of provision for pupils with special educational needs including identification, assessment, monitoring, classroom support, record keeping and administration.

If a child is suspected of having reading difficulties, the SENDCO will assess them for scotopic sensitivity. However, if a child suspected of having dyscalculia, they may be assessed by means of online assessment. Other specific learning difficulties will be assessed by outside agencies.

All children with an Education, Health and Care Plan or identified as SEN/D have an Individual Learning Plan. These plans include SEN/D information, targeted areas for development, any personalised SEN/D provision and a record of all quantitative and qualitative data.

## **Transition**

Information is requested for any new starter from their previous setting. Any SEN/D information is sent directly to the SENDCO who then assesses the level of need and support required. This ensures continuity of provision between settings.

## **Special Facilities**

The School is equipped with disabled toilets and shower facilities; there are also wide doors to help pupils move around the school without experiencing barriers.

## **Any Specialism and Special Unit**

The School makes provision for a wide range of pupils with special educational needs and disabilities. All are taught in integrated provision with support as far as possible and withdrawal arrangements allowing for individual or small group work

## **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, we can facilitate speaking in his/her home language.

## **Allocation of Resources**

The School's SEN/D Budget is used to provide support and resources for pupils identified through the SEN/D Code of Practice as requiring interventions additional to or different from our usual differentiated curriculum. This allows for further provision to be made for these pupils. Within the Local Authority there is still access to specific services including Speech and Language Therapists, Primary Behaviour Support Team, Autistic Spectrum Education Team, and the Physical Disability Team. The school allocates a range of materials and resources suitable for pupils with special educational needs and disabilities.

## **Identification, Assessment Arrangements and Review Procedures**

### **Assess**

In identifying a child as needing SEN/D support, the class teacher will have carried out a clear analysis of the pupil's needs. This will draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from the school's core approach to pupil progress, attainment and behaviour. The individual's development in comparison to their peers and national data is monitored. The views and experience of parents, the pupil's own views and, if relevant, advice from external support services are taken into account. Concerns raised by a parent are valued and responded to. This assessment will be reviewed regularly to help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed.

### **Plan**

Where it is decided to provide a pupil with SEN/D support, the parents will be involved in the process. The teacher and the SENDCO will discuss the adjustments, interventions and support that can be put in place, as well as the expected impact on progress, development or behaviour, along with a date for review. An Individual Plan will then be written and agreed with parents during a meeting, which will usually take place once a term, or more frequently, if required.

### **Do**

The class teacher will remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class, they will still retain responsibility for the pupil. They should work closely with 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. The SENDCO will support the class teacher in the further assessment of the child's particular strengths and weaknesses.

### **Review**

The effectiveness of the support and interventions and their impact on pupil progress will be reviewed in line with the agreed date, which will be at least once a term. The impact and quality of the support and interventions will be evaluated, along with the views of the pupil and their parents. This will feed back into the analysis of pupil needs. The class teacher, working with the SEN/DCo, will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupi

### **Access to the curriculum for pupils with SEN/D**

Access to the curriculum is achieved either through differentiated provision, or is delivered by classroom teachers and specialist staff whose work is supported by teaching assistants. Teaching assistants play a vital role in supporting pupils both inside and outside the classroom and by encouraging them to be as independent as possible.

### **Inclusion**

We recognise that all pupils should have access to the full curriculum and our aim is to support pupils with special educational needs as far as possible. When necessary, children are withdrawn for extra help with individually tailored programmes. A flexible programme is designed to meet the varying needs of the individual. The withdrawal programme is reviewed regularly and ensures that their entitlement to the broad and balanced curriculum is met. All our children are fully integrated into the social and pastoral life of the school, including trips and after school clubs. Class teachers are responsible for monitoring the whole school experience of each child's learning, personal and social development and general well being and, as with all our pupils, there is close contact with parents.

### **Parental Concerns**

Class teachers will be aware of the policy of the school and follow procedures as a result of any enquiries. Concerns or queries which the teacher does not have the expertise or the information to answer, should be directed to the SENDCO, who will have the documentation, records and information e.g. SEN/D record, allocation of resources, the Education, Health and Care Plan. The parent may need to be directed to a member of the Local Authority in the SEN/D department at Hewson House.

### **Training and resources**

We see provision for special educational needs and disability as a whole-school issue and aim to ensure that all colleagues are as well informed as possible about relevant legislation and our own internal provision.

There are training materials for parents and staff on the academy website.

[www.staugustinewebster.com](http://www.staugustinewebster.com)

### **Support Services**

The School has access to the full range of Local Authority Support Services. Currently, the School is involved with the following:

Educational Psychologists

Counsellor

Speech and Language Therapist

Physiotherapy

Autism Spectrum Education Team (ASET)

Children and Adolescence Mental Health Service (CAMHS)

Behaviour Support Team 2-12

Occupational Therapists  
St Luke's Outreach team  
Children's Safeguarding Service  
Children's Centre  
School Nursing Team  
Special Educational Needs and Disability, Information, Advice and Support Service (SENDIASS)  
Local Authority Support services – Inclusion, Pastoral and Education Welfare Officer  
Get Going  
Drum Therapy

### **Partnership with Parents**

This is a vital and statutory requirement. We value the partnership of home and school working together with equal commitment towards the same end and recognise that our pupils will benefit more fully from the opportunities that we offer with this alliance. Parents are encouraged to be fully involved in all aspects of their child's education and all parents of a child with SEN/D will be offered a SEN/D meeting once a term. Where possible, this will be an informal meeting at school, but can be done in a variety of other ways including at parents' consultation evenings, at open evenings/afternoons, on the telephone or via letter.

### **Transition between Educational Placements**

Arrangements include:

- Liaison with the on-site nursery to meet the pupils and staff
- Home visits or visits to an off-site nursery to meet the pupil and their familiar environment
- Liaison with future placements by invitation to Year 6 Annual Reviews and SEN/D meetings
- All SEN/D Information passed on to future placements
- Parental visits
- Induction days
- Discussion with outside agency specialists regarding pupils with special educational needs transferring to or from us

When necessary, we draw on the expertise of colleagues in special schools/units.

### **Further Links**

Links with the Health Service and Social Services are conducted through the named persons in the respective organisations. The School utilises the services of the Educational Welfare Officer and links with Voluntary Organisations are developed as appropriate.

### **Reviewing the policy**

This policy is reviewed annually. A focus group of parents, teachers and other staff members helped to create the policy.

Mrs Wynne (SENDCo)