



Happy in His
loving care



St Augustine Webster Catholic Voluntary Academy SEND Policy

Date agreed by governors:	September 2023
To be reviewed:	Yearly
Policy Holder	Head teacher

Mission Statement Links

Developing an awareness of God's love and presence in our lives	Meeting the emotional needs of all to grow and become valued members of society
Developing a positive set of attitudes, values and beliefs allowing us all to make sound and moral judgements in the light of personal commitment to the Lord, Jesus Christ	Providing high quality learning experiences and achieve high standards in all we do
Fostering caring relationships with the school community supporting our links with home and parish	Providing a stimulating and well cared for environment for all
Aiming to always do our very best	Valuing and celebrating everyone's work and contributions
Being respectful to each other and take pride in our school	Being friends with Jesus through prayer, worship and liturgy

Aims

At Saint Augustine Webster school we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities.

- To promote the successful inclusion of all pupils with special educational needs and disabilities
- To identify and support the needs of the children with SEND in accordance with the SEND Code of Practice: 0 to 25 years (January 2015).
- To provide a broad, balanced curriculum within which the special needs of the 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.

Definition of Special Educational Needs and Disabilities

Children have special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them. 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
- 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

Special educational provision is an educational provision that is additional to, or different from, that made generally for other children or young people of the same age in mainstream schools.

Objectives

- To raise the aspirations of and expectations for all pupils with SEN.
- To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs.
- To ensure that our children have a voice in this process.

The Role of the SEND Co-ordinator

The SENCO will:

- Ensure the implementation of the SEN/D policy in accordance with the SEN/D Code of Practice: 0 to 25 years (January 2015).
- Work with the Headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the academy in order to raise the achievements of pupils with SEND
- Have day-to-day responsibility for the operation of the SEND policy and the co-ordination of specific provision made to support individual pupils with SEND
- Provide professional guidance to colleagues and work with staff, parent/carers, and other agencies to ensure pupils with SEND receive effective support and high-quality teaching
- Advise on the graduated approach (Assess, Plan, Do, Review) to providing SEND support
- Advise on the deployment of the academy's delegated budget and other resources to meet pupils' needs effectively and efficiently
- Liaise with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Work with the Headteacher and governing board to ensure that the academy meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date and in line with current GDPR policies and shares information if a pupil transfers to another school or education institution
- Liaise with potential next providers of education to ensure a pupil and their parent/carers are informed about options and a smooth transition is planned
- Monitor the effectiveness of any special educational provision made and when appropriate secure additional services and provision
- Liaise regularly with parent/carers, external agencies and the local authority to provide information on pupils' needs, provision and outcomes
- Prepare and review information required by law to be published in relation to special educational needs provision

The role of Class Teachers

Each class teacher is responsible for:

- Setting ambitious but achievable academic expectations and supporting pupils to achieve positive outcomes
- Delivering high quality teaching and adapting the curriculum so that it is coherently sequenced to meet all pupils' needs, starting points and aspirations for the future.
- The progress and development of every pupil in their class, including where pupils access

- support from teaching assistants or specialist staff
- Working closely with any additional adults within the setting to assess, plan, do and review support and intervention for each pupil with SEND in their class
- Working in partnership with parent/carers, health professionals, therapists, social workers and other providers or agencies to secure the best outcomes for pupils
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Assessing the learning and development of pupils in line with academy

The role of the Headteacher

The Headteacher will:

- Ensure that all staff are ambitious for all pupils with SEND
- Ensure that pupils with SEND are included in all aspects of school life
- Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of pupils with SEND

The Role of the SEND Governor

The SEND governor will:

- Ensure that leaders are ambitious for all pupils with SEND
- Work with the Headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school
- Monitor the quality and effectiveness of SEND provision within the academy and provide regular reports to the governing body
- Raise awareness of SEND issues at governing board meetings
- Ensure the SENCO has sufficient time and support to fulfil their role and responsibilities
- Help to review the school's SEN information report and provision for pupils with SEND
- Ensure that the school's website publishes an annually updated SEN Information Report and information on the local offer

Identification, Assessment Arrangements and Review Procedures

We will seek to identify a pupil's needs at the earliest opportunity. Each pupil's current skills and levels of attainment will be assessed on entry, building on information from the home, previous settings and Key Stages, where appropriate. Teachers will also make regular assessments of the progress of all pupils and identify those who need additional support or adjustments. Teachers, together with the SENCO, may consider the following:

- Is a pupil's progress significantly slower than that of their peers starting from the same baseline?
- Does a pupil fail to match or better their previous rate of progress?
- Is a pupil failing to close the attainment gap between themselves and their peers?

- Is the attainment gap widening?
- Does the pupil have a disability under the Equality Act 2010 that may require reasonable adjustments to be made?
- Does the pupil lack progress with wider development or social needs?

If a pupil is not making expected progress, high quality teaching should be used to target any areas of weakness. If difficulties persist, relevant teaching staff together with the SENCO should assess whether the pupil has SEND.

Staff will work with the SENCO to consider all information about a pupil's progress and any information gathered from high quality and accurate assessment tools or materials. The SENCO may also need to ask for more detailed assessments to be carried out by external agencies and professionals.

An early discussion will be held with the pupil and their parent/carers when identifying whether they need special educational provision. These conversations will ensure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- The parent/carers' and pupils' views are considered
- Everyone understands the agreed outcomes sought for the pupil
- Everyone is clear on what the next steps are

Where it is decided that a pupil does have SEND, this will be recorded in a pupil's records and the pupil's parent/carers will be formally informed that special educational provision is being made. A clear date for reviewing progress will be agreed and the parent/carers, pupil and teaching staff will be clear about how they will help a pupil to achieve agreed outcomes.

Further details can be found in our SEND Information Report on our website.

Co-ordination of Provision

Where a pupil is identified as having SEND, the school will act quickly to remove barriers to learning and put effective special educational provision in place. When deciding whether additional support or provision is required, the process will start with the desired outcomes, including expected progress and attainment, and the views and the wishes of the pupil and their parent/carers. The SENCO and class teachers will use this to determine the support that is needed and whether it can be provided by adapting the core offer, or whether something different or additional is needed. If different or additional provision is required, we will follow the graduated approach.

Assess

In identifying a child as needing SEND 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 considered. 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 SEND support, the parents will be involved in the process. The teacher and the SENCO 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 SENCO 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 SENCO, 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 pupil.

Requesting an Education, Health and Care needs assessment

The first stage of additional or different support is called SEN Support. If, under SEN Support, a pupil has still not made expected progress, the academy and/or parent/carers may consider requesting an Education, Health and Care (EHC) needs assessment.

A parent/carer can make a request for an EHC needs assessment directly to the local authority. However, where possible, this should be with the knowledge and support of the school. Similarly, where a request is made by the school, this should be done with the knowledge and, where possible, agreement of the child's parent/carer or the young person.

A local authority must carry out an assessment of EHC needs when it considers that it may be necessary for special educational provision to be made for the child and young person in accordance with an EHC plan.

Further information on EHC needs assessments and plans can be found at Section 9 of the SEND Code of Practice.

Approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is always the first step in responding to pupils who have SEND. We will

employ a variety of strategies to support the needs of pupils with SEND. These may include the following adaptations:

- Differentiating how pupils are taught by, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, using 'phased learning' or interleaving (short bursts of learning and over-learning)
- Adapting resources by, for example, providing writing frames or concrete maths resources known as manipulatives
- Using recommended aids, such as laptops, visual timetables, larger font or spell checkers
- Providing small group or 1 to 1 intervention to focus on key skills

Sometimes a pupil may benefit from the support of a teaching assistant. Teachers will ensure that this support focuses on developing a pupil's learning and independence rather than on task completion. Teachers will also monitor the level of support delivered and intervene at an early stage if there is a risk of over reliance or inappropriate dependency.

Evaluating the effectiveness of SEND provision

The school closely monitors the progress of all pupils, including those with special educational needs. The effectiveness of provision for these pupils is evaluated by ensuring that they make adequate progress against set targets. Progress, both academically and where appropriate socially, is reviewed at least termly by class teachers in collaboration with the SENCO, parents/carers and the pupils themselves to ensure targets remain focused on the needs of the child. Targets and individual needs are recorded on an APDR plan which is given to parents/carers when updated.

Monitoring the effectiveness of intervention strategies is an integral part of the review process that is judged by the success of the individual targets set. Time is allocated every week to monitor the delivery of interventions to ensure they remain focused on the needs of the child and to ensure the person delivering it is given the chance to feedback to the class teacher.

The SENCO tracks the progress of pupils with SEND termly as well as annually and produces a report. Ongoing provision and support is shared with Governors each year.

Transition

SEND support includes planning and preparation for the transitions between phases of education and preparation for adult life. Information is requested for any new starter from their previous setting. Any SEND information is sent directly to the SENCO 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 SEND Budget is used to provide support and resources for pupils identified through the SEND Code of Practice as requiring interventions additional to or different from our usual 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.

Access to the curriculum for pupils with SEND

Access to the curriculum is achieved either through adapted 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 wellbeing 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 SENCO, who will have the documentation, records and information e.g. SEND 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 SEND 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

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 SEND will be offered a 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.