



SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

Personnel and Curriculum Committee

Finance and Premises Committee

Full Governing Body



Christian Character Committee

Headteacher Nicola Pierce	Signature <i>N Pierce</i>	Date: 23/01/2020
Chair of Governing Body James Fordham	Signature <i>J Fordham</i>	Date: 23/01/2020

Date ratified: Thursday 23rd January 2020

Review date: Spring 2022

Our Vision: To be guided by God's wisdom, to embrace challenge and to strive to achieve our best, enjoying all that we do together.



INTRODUCTION

A child has special educational needs (SEND) if they have a learning difficulty which calls for special provision to be made for them or if they have additional physical needs.

Children have a learning difficulty if they:

- a) have significantly greater difficulty in learning than the majority of children of the same age
- b) have a disability, which either prevents or hinders the child from making use of the educational facilities which are provided for children of the same age in a mainstream school.

Special educational provision is different from, or additional to, the provision made generally for children of the same age in a mainstream school.

Everyone at St Augustine's CE Junior School is committed to providing the conditions and opportunities to enable any child with SEND to be fully included in all aspects of school life.

POLICY OBJECTIVES

In order to meet the special educational needs of our children, we must:

- Identify those children who have SEND as soon as possible
- Provide intervention at a suitable level
- Use a variety of teaching styles and resources to support the learning of children with SEND.
- Assess and keep records of the progress of children with SEND
- Inform and involve the parents of children with SEND so that we can work together to support our children
- Encourage active involvement by the children themselves in meeting their needs
- Provide ongoing training for all staff working with children who have SEND.

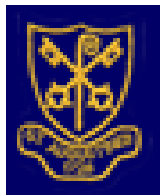
SEND RESOURCES

The SENDCo is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with EHCPs. The headteacher meets with the SENDCo to discuss allocation of funding and then informs the governing body of how the funding allocated to support special educational needs has been employed.

PARTNERSHIP WITH PARENTS

Our SEND information report is available on the school website and provides information to parents in an easily accessible way. This report is reviewed annually and was last updated in July 2019. Paper copies of the report are also available. At all stages of the SEND process, the school keeps the parents informed and involved. We take into account the wishes, feelings and knowledge of parents at all stages. Regular meetings with parents

St. Augustine's C of E (VA) Junior School : SEND Policy



allow us to share progress and to discuss next steps, such as referrals to external agencies.

THE SEND TEAM AT St. AUGUSTINE'S CE JUNIOR SCHOOL

SEND GOVERNOR

Mrs Hillary Hull is the current Governor with responsibility for SEND at St. Augustine's. She has regular contact with the SENDCo and the Senior Management of the school to keep up to date with, and monitor the school's SEND provision.

THE SPECIAL EDUCATIONAL NEEDS CO-ORDINATOR (SENDCo)

Lindsey Potter (SENDCo and Assistant Head) is responsible for over-seeing SEND provision throughout the school. Lindsey has completed the statutory National Award in Special Educational Needs (SENDNA) qualification. As SENDCo, she:

- is responsible for the day to day operation of the SEND policy
- maintains a register of children with SEN and medical needs
- monitors and reviews the progress made by children on the SEND register in their area of need.
- works closely with teachers and TAs in identifying and supporting children who may have SEND.
- co-ordinates and monitors the provision of intervention and its impact on progress of individuals and groups of children who have SEND.
- liaises with other professional eg. Educational Psychologists, Occupational Therapists, Community Paediatrician and Speech and Language Therapists to ensure that the needs of our children (who have SEND) are being met.
- works closely with the parents of children who have SEND.
- ensures that IEPs (Individual Educational Plans) are in place for children who need extra support, and reviews them at least yearly.
- organises and reviews Education, Health and Care Plans (EHCP) for children who have special needs requiring health and care support. These were previously known as 'Statements'.
- contributes to CPD for teachers and TAs on SEND issues.

CLASS TEACHERS

In line with the SEND Code of Practice (2014), each teacher plans for the whole class including children with SEND; taking into account areas where differentiation is required. The teacher also assesses the impact of learning and uses this to inform planning (AfL).

Teachers are involved in IEP and EHCP meetings and liaise with external agencies; helping with setting targets and monitoring progress against them. They report progress to parents termly and discuss/refer any issues regarding SEND to the SENDCo.

TEACHING ASSISTANTS

Teaching assistants work closely with the SENDCo, teachers and children on the SEND register. They support the teacher and class in learning, run interventions and monitor progress against individual goals set. TA interventions are overseen by the SENDCo and, through regular training and weekly master classes, TAs are continuously updating their understanding and skills to enable them to work effectively with children who have SEND.



TAs also liaise with external agencies and contribute towards the development of IEPs and EHC plans.

IDENTIFICATION, ASSESSMENT AND PROVISION

Provision for children with SEND is a whole school responsibility. At the heart of our teaching is a cycle of planning, teaching and assessment which takes account of the wide range of abilities, learning styles and interests of our children. Consistently good teaching ensures that the majority of our children make good progress. Those children whose overall attainment or progress falls significantly outside the expected range may have SEND.

As a number of our pupils now have English as an Additional Language, the identification and assessment of the SEND needs of children whose first language is not English, requires particular care. Assessments are completed on arrival at our school to measure their starting points across a range of subjects. Teachers will examine carefully all aspects of a child's performance in different curriculum areas to establish whether the difficulties they are experiencing are due to their command of the English language or arise from SEND. Support is provided for EAL children through our EAL vocabulary group if needed.

SEND REGISTER

When a child requires a range of interventions that are additional to those provided by Quality First teaching, they are placed on the SEND register.

Children can be placed onto the SEND Register under these headings:

- Cognition and learning (Eg. Dyslexia, Dyscalculia, Dyspraxia, Mild/Moderate/Profound Learning difficulties.)
- Social, emotional and behavioural (Eg. Attention Deficit Disorder (ADD) or Attention Deficit Hyperactivity Disorder (ADHD))
- Communication and Interaction (Eg. Speech and Language difficulties, Autism Spectrum Disorder (ASD or Asperger's))
- Physical/Medical Issues and/or Sensory Issues (Eg. Hearing loss, blindness or multi-sensory impairment or Epilepsy, Asthma, Anaphylaxis, HSP or other medical conditions)

The triggers for intervention will be concern, underpinned by evidence, about a child who, despite receiving differentiated learning opportunities makes:

- little or no progress even when teaching approaches are targeted particularly at a child's identified area of weakness.
- shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas.
- presents persistent emotional or behavioural difficulties which hinder learning and need intervention above and beyond the behaviour management techniques employed in the school's behaviour policy.
- has sensory or physical problems which require specialist equipment and/or adult support.

St. Augustine's C of E (VA) Junior School : SEND Policy



- has communication and/or interaction difficulties which hinder learning and need intervention.

The SENDCo will support the further assessment of the child, assisting in planning and monitoring future support in consultation with colleagues. The child's class teacher is responsible for planning and delivering an individualised programme.

Parents will always be consulted and kept informed of our concerns, the actions being taken in school to support the child, how they can support at home and the outcomes of interventions.

INDIVIDUAL EDUCATIONAL PLANS (IEPs)

IEPs plans are created to put in place support for pupils with SEND. The meeting will involve school staff, pupils and parents. Reports from health or other sources may be used in creating the plan. At the meeting, a plan will be put together outlining strengths and areas for development for the child. Targets will be set for the year or term and the plans will be reviewed yearly or termly where progress will be assessed and new achievable targets will be set.

EDUCATION, HEALTH AND CARE PLANS (EHCPs)

Where a request for an EHCP is made by the school to the Local Authority (LA), the child will have demonstrated complex, long-term needs which require support above and beyond what is needed for most children. The LA will require information about the child's progress over time and documentation in relation to the child's SEND needs.

This assessment involves consideration by the LA, working co-operatively with parents, school and, where appropriate, other agencies, as to whether EHCP is appropriate. The LA may decide that the degree of learning difficulties and the nature of necessary provision is such as to require an EHCP. All children with these plans will have short term SMART targets set for them, which will be implemented in the normal class room setting wherever possible and will continue to be the responsibility of the class teacher. Additional adult support may be appropriate in some cases to allow the child to achieve these goals. All EHCPs must be reviewed annually in consultation with parents, the pupil, the LA, external support services and school.

Signed:

Date: