



# St Augustine's C of E (VA) Junior School



## Special Educational Needs and Disability (SEND) Policy

<b>Approved by:</b>	S Brunt (Head) P Ananicz (Chair of Governors)		
<b>Last reviewed:</b>	16.10.23	<b>Next review due:</b>	October 2024

### INTRODUCTION

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

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

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.

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENDCOs) and the SEN information report

## **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 October 2021. 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 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**

### **THE SPECIAL EDUCATIONAL NEEDS CO-ORDINATOR (SENDCo) (01733 563566 – [acorbino@staugustinesjunior.net](mailto:acorbino@staugustinesjunior.net))**

Ale Corbino (SENDCo and Assistant Head) is responsible for monitoring SEND provision throughout the school. As SENDCo, he:

- works with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- is responsible for the day to day operation of the SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- advises on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- maintains a register of children with SEN and medical needs and ensures this is kept up to date.
- monitors and reviews the progress made by children on the SEND register in their area of need.
- provides professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching

- coordinates and monitors the provision of interventions and their impact on progress of individuals and groups of children who have SEND.
- liaises with other professional eg. Educational Psychologists, Occupational Therapists, Community Paediatricians 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.
- advises on the graduated approach to providing SEN support
- liaises with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements

### **SEND GOVERNOR (01733 563566 – [kdavis@staugustinesjunior.net](mailto:kdavis@staugustinesjunior.net))**

Mrs Kirsty Davis 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. It is the role of the SEND governor to:

- help to raise awareness of SEN issues at governing board meetings
- monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- work with the headteacher and SENDCO to determine the strategic development of the SEN policy and provision in the school

### **THE HEADTEACHER (01733 563566 – [head@st-augustines.peterborough.sch.uk](mailto:head@st-augustines.peterborough.sch.uk))**

Sam Brunt is the headteacher at St. Augustine's and works closely with the SENDCo and SEND governor to monitor SEND provision. The headteacher will:

- work with the SENDCO and SEN governor to determine the strategic development of the SEN policy and provision within the school.
- have overall responsibility for the provision and progress of learners with SEN and/or a disability.

### **CLASS TEACHERS (contact details available on the school website)**

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.

#### **Class teachers are responsible for:**

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCo to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow the SEND policy

## **TEACHING ASSISTANTS**

Teaching assistants work closely with the SENDCo team, 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 team and, through regular training, 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 adjustments in class and interventions 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) or difficulties accessing their learning due to Social, Emotional or Mental Health conditions.
- 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.
- 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 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 cooperatively 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 both long term and 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.