

St Augustine's Federated Schools Primary



SEND Policy

We encourage all community members to be the best that we can be in every aspect of our lives, as we grow in the Christian virtues of Faith, Hope and Love, so that we may live life in all its fullness.

Approved by the Governing Body	Full Governing Body
Review date	November 2022
Next review due by:	November 2024

INTRODUCTION

This is a working document and elements of both policy and practice may be revised when it is decided by staff and governors that such changes will help us to better meet the aims and objectives which we have set out. This document has been discussed with the teaching staff, the Headteacher, the Chair of Governors and the SEND Governor and all staff, teaching and support staff have access to it.

RATIONALE

At St. Augustine's CE Primary School, we believe that all children are individuals and should have equality of opportunity to develop their full potential. Children who are identified with SEND must have their needs addressed enabling them to have the greatest possible access to a broad and balanced curriculum and to be educated alongside their peers. We appreciate that learning can be hindered by cognitive, behavioural, social, environmental, medical, physical and emotional factors, or a combination of any of these. We recognise that this must be a collaborative process between the child, parent, school and where appropriate additional agencies.

OBJECTIVES OF THE POLICY

We aim to:

- Identify and assess the needs of children with SEND at the earliest opportunity.
- Encourage and foster the involvement of parents at all stages of provision for pupils with SEND, recognising that parents hold key information and have a critical role to play in their children's education.
- Encourage and foster the involvement of pupils when making decisions about or providing provision for them.
- Ensure that children with SEND make progress which compares well with the progress of other children, and experience success across the curriculum by differentiating their work using varied teaching methods and providing additional support as appropriate to their needs.
- Support SEND pupils become confident learners in life and achieve the greatest independence possible in their learning.
- Monitor and review children's progress through accurate assessment and record keeping
- Make all staff aware of their responsibilities in supporting children with SEND and to ensure all staff have access to training and advice to support pupils with SEND.
- Work closely with all outside agencies which are involved in supporting the child.
- Provide an inclusive education that values equality of opportunity for pupils with SEND and enables their full participation in the life of our school.
- Have a designated member of staff who is SEND Coordinator and similarly, a governor with a particular responsibility for SEND provision in the school.

LEGISLATION AND GUIDANCE

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 (SENCOs) and the SEN information report

DEFINITIONS

Definition of SEND from the SEND Code of Practice 2015:

A person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

At compulsory school age this means he or she has:

- *a significantly greater difficulty in learning than the majority of others of the same age; or*
- *a disability which prevents or hinders him or her from making use of the facilities of the kind generally provided for others of the same age in mainstream schools.*
- *a child is not seen as having a learning difficulty solely because the language more commonly spoken is different from the language in which the child will be taught.*
- *a special educational provision means anything different or extra to the educational provision made generally for children of the same age in maintained schools, other than special schools, in the Local Authority.*

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.

The purpose of this policy is to assist the school to identify, assess, monitor and meet the needs of any child who has a learning difficulty.

ROLES AND RESPONSIBILITIES

SENDCo: Catrin Cunningham

Head of Primary: Ruth Vince

Executive Head: Eugene Moriarty

SEND Governor: Cecilia Anim

Role of the SENDCo

The SENDCo has responsibility for the day-to-day operation of the school's SEND policy.

The key responsibilities are:

- Take responsibility for the day to day running of provision made by the School for pupils with SEND.
- To play a key role in developing the strategic direction and development of SEND provision within the school, contributing to SLT meetings and the school development plan.
- Meet regularly with the head teacher to discuss effective use of resources, advise the head teacher and governing body on the level of resources required to maximise the achievement of pupils with SEND.
- Provide professional guidance to colleagues in the area of SEND in order to secure high quality planning, 'Quality First Teaching' and effective use of resources in order to bring about improved standards of achievements for pupils. To lead regular staff INSET for all staff.
- Ensure that the school's SEND register and provision map are updated regularly.
- Arrange referrals for pupils needing specialist help from outside agencies such as Speech and Language Therapist, Occupational Therapist, Educational Psychologists, liaise with them and ensure that report recommendations are implemented and link with the Learning Support Profiles.
- Devise, implement, monitor and review intervention programmes for pupils with SEND and measure their impact.
- Develop and maintain effective working relationships with parents to promote pupils' learning.
- Support teachers to: implement the SEND policy, identify pupils who may require special provision, communicate effectively with parents, write Learner Support Profile targets, and agree specialist provision.

- Organise the deployment of resources and monitor their effectiveness.
- Train and support teaching assistants to carry out planned intervention programmes.
- Monitor the implementation of learning support profiles following the person-centred approach to SEND and the teaching and learning for pupils with SEND, using the analysis to guide further improvement.
- Monitor the needs and achievement of pupils with SEND together with colleagues and discuss this at Pupil Progress meetings (held three times per year).
- Analyse and interpret relevant national, local and school data to monitor achievement of pupils with SEND, inform the SEND policy, practices, expectations, targets and teaching methods.
- Apply for Education, Health and Care plans (EHC Plans).
- Convene and chair annual reviews of those children with ECH plans following the Person-Centred Review approach.
- Keep own skills updated by reading, researching and attending INSET/courses on SEND.
- Know how to recognise and deal with stereotyping in relation to disability or race.
- Develop effective liaison between schools to ensure that there is good continuity during transition for pupils with SEND.
- Work with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

Role of the Headteacher

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

Role of the SEND Governor

- Will work to ensure that necessary provision is made for any pupil who has SEND
- Will be involved in monitoring the school's SEND policy
- Will have an up to date knowledge of the school's SEND provision including how funding, equipment and personal resources are deployed
- Will write an annual report to parents on behalf of the Governing Body
- Will meet regularly with the SENDCo to receive updates on SEND provision.

Role of class teacher

- Ensure 'Quality First Teaching' which includes assessing, planning and teaching all children at a level which allows them to make progress with their learning.
- Ensure the progress and development of SEND pupils in their class, including where pupils access support from teaching assistants (TAs), learning support assistants (LSAs) or specialist staff.
- Provide a differentiated curriculum which provides learning experiences that are relevant to the needs of pupils with SEND.
- Remain responsible for their pupils' learning when they are involved in intervention programmes.
- Identify pupils who may require special provision and to be placed on the school's SEND register (with support from the SENDCo).
- Maintain the SEND file for pupils in their class.
- Write Learning Support profiles with support from the SENDCo, as necessary, for pupils with SEND in their class and ask for the contribution of pupils and the contribution of their parents at parents' evening.
- Ensure Learner Support Profiles are reviewed with the parents and child three times a year as it is a working document.

- Direct support staff (TAs and LSAs) to provide support for SEND pupils where appropriate and ensure they are fully aware of the pupils' targets.
- Attend INSET and courses when appropriate.

Role of the Teaching Assistant (TA)/Learning Support Assistant (LSA)

- Support the class teacher to implement targets in pupils' One Page Profiles and/or Learner Support Profiles and provide learning experiences relevant to the needs of pupils with SEND.
- Carry out intervention programmes planned in conjunction with the SENDCo and/or class teacher, following the delivery accurately and keeping records updated including an attendance register, baseline assessments and end of intervention assessments.
- Communicate with other professional agencies involved with pupils with SEND, with the SENDCo's support taking on their expert advice and feeding back at future meetings.
- Attend INSET and courses when appropriate.

Role of parents/carers

We will encourage parents to:

- Work in the fullest possible partnership with the SENDCo and school.
- Be fully involved from initial identification through to supporting any interventions that are put in place for their child.
- Contribute knowledge about their child which is valuable in assisting us to build up the fullest understanding of their needs.
- Assist the SENDCo and team in planning the One Page profiles/Learner Support Profiles.
- Meet with the class teacher and SENDCo to review their child's progress throughout the year.
- Attend Annual Reviews if their child has an EHCP.

Role of the Pupil

- Be fully involved where appropriate in decisions based around their needs and learning including the role of the specific adults in helping them.
- Have an opportunity to review their progress towards targets and evaluate them in relation to their own learning and achievement.
- Have an opportunity to talk about and raise issues as a member of the school and wider SEND community.

There are four broad categories of SEND and they give an overview of the range of needs that should be planned for:

- Communication and Interaction, e.g. autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and Learning, e.g. dyslexia, dyspraxia
- Social, Emotional and Mental Health difficulties, e.g. attention deficit hyperactivity disorder (ADHD), attachment
- Sensory and/or physical needs, e.g. visual impairments, hearing impairments, processing difficulties, epilepsy

ADMISSION ARRANGEMENTS FOR PUPILS WITH SEND

Admission arrangements are the same for all pupils with or without SEND and are in accordance with national legislation, including the Equality Act 2010. In common with other maintained schools, the Local Authority administers admissions into the school.

If it is known that a child due to start at St. Augustine's has SEND, the SENDCo will make every effort to contact the current school setting to obtain as much information as possible in order to facilitate a successful transfer to this school.

INCLUSION

This policy builds on our School Inclusion Policy, which recognises the entitlement of all pupils to a balanced and broadly based curriculum. Our SEND policy reinforces the need for teaching that is fully inclusive and of a high quality. The Governing Body will ensure that appropriate provision will be made for all pupils with SEND.

RESOURCE ALLOCATION AMONG PUPILS WITH SEND

The Headteacher informs the governing body of how the funding allocated to support SEND has been employed. Pupils with EHC plans, have their needs, as described in their EHC plans, met through the appropriate deployment of resources and staff.

Speech and Language Therapists, Educational Psychologists, Occupational Therapists, the school nursing team, CAMHS, etc. will be deployed by the SENDCo on a needs basis. Support staff (TAs and LSAs) are deployed in classrooms to support pupils' learning or to carry out interventions that are planned by the SENDCo. A provision map setting out this provision is drawn up regularly. There may also be the allocation of specialist equipment and different or additional learning materials that will also be resourced.

IDENTIFICATION

At St. Augustine's CE Primary School, we have adopted a whole-school approach to our SEND policy and practice. All staff are committed to the principles and aims of this policy. Pupils identified as having SEND are, as far as is practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and Early Years Foundation Stage Curriculum and are integrated into all aspects of the school.

All teachers are responsible for identifying pupils with SEND and, in collaboration with the SENDCo, will ensure that those pupils requiring different or additional support are identified at an early stage.

Assessment is the process by which pupils with SEND can be identified. Whether or not a pupil is making progress is seen as a significant factor in considering the need for SEND provision. Early identification of pupils with SEND is a priority.

The school will use appropriate screening and assessment tools, and ascertain pupil progress through:

- Evidence obtained by teacher observations/ assessments
- Foundation Stage profile scores and their progress against the criteria contained in the 'Ages and Stages' documentation
- Their performance in National Curriculum subjects judged against assessment requirements
- Pupil progress in relation to the National Curriculum objectives in Reading, Writing and Maths Assessments

Assessments made will be through:

- Reports and observations from teachers and teaching assistants
- Records from feeder schools, baseline assessments etc.
- Information from parents
- EYFS assessments
- EYFS profiles
- National curriculum results from KS1 SATs and Year 3, 4, 5 termly assessments
- Target setting

- Pupil tracking

CODE OF PRACTICE – A GRADUATED RESPONSE

The school adopts the levels of intervention as described in the SEND Code of Practice. The Code of Practice advocates a graduated response to meeting pupils' needs.

SEND monitoring

- Any pupils who are falling outside of the range of expected academic progress will be monitored and assessments will be made as described above to determine if further intervention is required.
- The class teacher will take steps to further differentiate the learning to better support the pupil and this may require an adjustment in the style of teaching adopted with that pupil.
- The SENCo should be informed and consulted to provide support and advice and may wish to observe the pupil.
- Parents will be fully informed so they can share information and knowledge with the school to help better understand the needs of the child.
- The child is recorded as being monitored; this does not mean they will automatically be placed on the SEND register.

SEND support

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the decision to add the pupil to the SEND register is made.

The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove any barriers to learning.

The support provided consists of a four-part process: assess, plan, do, review.

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables identification of those interventions which are most effective in supporting the pupil to achieve good levels of progress and outcomes.

Assess

It is important to identify those children with SEND at the earliest opportunity, preferably in the Early Years Foundation Stage. Assessment includes observation for the Foundation Profiles and a baseline assessment on school entry in the Foundation Stage. From Year 1 onwards children will be assessed termly in reading, writing and Maths and in Year 2 and Year 6 there are SATs. This is in addition to high quality formative assessment that is carried out daily in the classroom. St. Augustine's may also draw on more specialised assessments, for example from the Westminster Outreach Service and the Occupational Therapy service. Parents will always be consulted when decisions are made to involve specialists.

Formal pupil progress meetings are held 3 times a year and involve the discussion of individual pupils by the head teacher, SLT members, English & Maths subject coordinators and the class teacher. Children's progress through the school is tracked on Target Tracker and the SENDCo analyses the progress of pupils with SEND regularly.

At the assessment stage, when concerns are raised, parents will be informed so they have a good understanding of their child's areas of difficulty and can be involved in providing extra information to aid the assessment process. Early interventions may be put in place with agreed outcomes.

Where, in spite of quality first teaching that is targeted at the pupils' area of weakness, pupils are identified as making progress which:

- is significantly slower than that of their peers starting from the same baseline;
- fails to match or better the child's previous rate of progress;
- fails to close the attainment gap between the child and their peers;
- widens the attainment gap;

the pupil will be identified as having SEND and their name will be placed on the school's SEND register. The views of parents and the child (wherever possible) will be consulted.

Plan

When a child is placed on the register under 'SEND Support', the class teacher, with the parents and the support of the SENDCo will draw up a One Page profile and /or a Learner Support Profile for the child and work out the best strategies for achieving the targets, including any interventions proposed. Any necessary available resources will be allocated to help the child achieve the targets. The child will also be involved in this process.

Do

The class teacher should remain responsible for the child's learning and they should work closely with any support staff, specialist staff involved, and the SENDCo, to plan and assess the impact of support and interventions and how they will be linked to classroom teaching.

Review

One Page profiles and Learner Support Profiles will be reviewed three times per year and the effectiveness of support/ interventions and their impact on the pupils' progress will be reviewed and evaluated in line with the agreed dates. Parents and pupils will be consulted and the evaluation will be used to set new targets and possibly revise the support being provided.

If a child has an EHC plan, a Person-Centred annual review will be held each year. Annual Reviews of the child's progress are conducted in school where all relevant parties are invited to attend according to the requirements of the Code of Practice. One Page profiles/ Learner Support Profiles are produced, in conjunction with other professionals involved, parents and the child to work towards achieving the goals identified in the child's initial statement or subsequent annual review.

Progress of all children with SEND can be evaluated and/or measured as follows:

- by monitoring their individual targets
- by monitoring attainment levels recorded in class/whole school assessments detailed above and looking for sustained progress appropriate to the children
- by baseline and post intervention assessment where specific time limited interventions are put in place for the child
- by considering feedback from the child
- by considering feedback from the parent

If, as a result of the additional or different support received, the child is no longer considered to have SEND (reference criteria below) then, in close consultation with the child's parents, that child's SEND records are closed.

The criteria used in the school are as follows:

- a) The attainment gap has narrowed between him/her and his/her peers.
- b) His/her rate of progress has improved
- c) He/she now has full access to the curriculum
- d) He/she has improved levels of self-help/social/personal skills

REFERRAL FOR AN EDUCATION, HEALTH AND CARE PLAN(EHCP)

In a small number of cases however, when a child makes little or no progress in spite of measures put in place under the SEND support and continues to demonstrate a significant cause for concern, where his/her needs cannot be reasonably met through the school's SEND support provision, the SENDCo, class teacher and parents may feel it is necessary to request that the local authority (in which the pupil resides) conducts an assessment of a pupil's needs. This may lead to an EHC Plan. The school or parents may also request an

assessment from the local authority as soon as they are placed onto the SEND register if their needs are severe or complex.

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

- Parents
- Teachers
- SENDCo
- Social Care
- Health Professionals

Information will be gathered relating to the current provision provided, action that has been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people coordinated by the local authority – Westminster, Camden or Brent - (including professionals from education, health and social care) about whether or not the child is eligible for an EHC Plan.

Parents have the right to appeal against a decision made by the Education, Health, Care panel. Further information about EHC Plans can be found via websites at the end of this document.

EDUCATION, HEALTH AND CARE PLANS

- a) Following statutory assessment, an EHC Plan may be provided by the local authority for which the child resides - Westminster, Camden or Brent - if it is decided the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan. Parents have the right to appeal against a decision not to issue an EHC Plan.
- b) 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.
- c) Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents, professionals external to the school, representatives from the Local Authority 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 the levels of support.

SEND PROVISION

On entry to the school each child's attainment will be assessed. This will help to inform the school of a child's aptitudes, abilities, and attainments. The records provided help the school to design appropriate differentiated learning programmes. For pupils with identified SEND the SENDCo/Class teacher will use the records to:

- Provide starting points for an appropriate curriculum
- Identify the need for support within the class
- Assess learning difficulties
- Ensure on-going observations/assessments provide regular feedback on achievements/ experiences, for planning next steps in learning
- Involve parents in a joint home-school learning approach

MONITORING PUPIL PROGRESS

Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:

- Narrows the attainment gap between pupil and peers
- Prevents the attainment gap widening
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers
- Equals or improves upon the pupil's previous rate of progress
- Ensures full curricular access
- Shows an improvement in self-help and social or personal skills

- Shows improvements in the pupil's behaviour

ENGLISH AS AN ADDITIONAL LANGUAGE

For those pupils whose first language is not English, teachers will closely follow their progress across the curriculum to ascertain whether any problems arise from uncertain command of English or from special educational needs. It will be necessary to assess their proficiency in English before planning any additional support that might be required.

ACCESS TO A BALANCED AND BROADLY BASED CURRICULUM

Through all subjects, an inclusive, broad and balanced curriculum is provided for all children.

The implementation of the Accessibility plan will ensure that all staff are more aware of the individual needs of pupils with SEND. Every member of staff has a responsibility to use best practice to ensure the progress and well-being of all SEND children. Ongoing CPD will also ensure this.

We also ensure that activities offered in school are carefully planned to include all children, regardless of SEND. In addition, the implementation of the Disability Equality Scheme action plan helps to ensure that children with SEND have their voice heard.

How the Governing Body Evaluate the Success of the Education which is provided at the School to Pupils with Special Educational Needs and Disabilities

The governors receive regular reports on SEND at Governor Body Meetings. They can also evaluate the success of the education by examining the SEND data and monitoring attainment levels.

CHILD PROTECTION

We understand, as stated in Keeping children safe in education (2016), that children with SEND can face additional safeguarding challenges and that further barriers can exist when recognizing abuse and neglect in this group. These can include:

- assumptions that indicators of possible abuse such as behavior, mood and injury relate to the child's disability without further exploration;
- the potential for children with SEND and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing and signs; and
- communication barriers and difficulties overcoming these barriers.

For that reason, all staff need to be extra vigilant when following children protection procedures (please refer to the Safeguarding/Child Protection Policy) in regards to children with SEND.

SEND IN-SERVICE TRAINING FOR STAFF

Guidance in the writing of individual targets, provision of an inclusive environment and teaching and learning and resourcing is on-going by the SENDCo. Advice on particular areas of SEND (e.g. dyslexia) is also given with the support of external agencies.

INSET at staff meetings is arranged by the SENDCo on specific topics, new developments, or training in strategies etc., either given by the SENDCo or a visiting specialist. (This may be part of the SEND development plan for that year.)

OUTSIDE AGENCIES AND FACILITIES FOR SEND

If a class teacher, in partnership with the SENDCo and the child's parents, feels that a child with SEND would benefit from access to external support services (such as speech therapy, occupational therapy, educational psychologist, specialist advice from the Westminster QE2 outreach service, Child and Adolescent Mental Health Services), a referral is made by the school to which all parties will have contributed.

Close liaison is kept with specialised outside agencies working with individual children. E.g. clinical psychologist or doctor.

LINKS WITH OTHER SCHOOLS

Links are formed with secondary schools to which children with an EHC Plan will be transferring after Year 6. A member of staff from the secondary school is invited to the Annual Review of that child to ensure a smooth transition.

St. Augustine's School recognises the value of developing strong links with the secondary schools to which our SEND pupils transfer. We also insist on well-planned transition programmes for the more vulnerable children.

We also link with local nursery schools to ensure smooth transition for Early Years for those children joining St. Augustine's in the Early Years Foundation Stage from other settings.

LINKS WITH EXTERNAL AGENCIES/ORGANISATIONS

The school's objective is to provide integrated high quality, holistic support focused on the needs of the child. Such support will be based on mutual understanding and agreement between all agencies working with the child and the family.

The school recognises the important contribution that external support services make in assisting to identify, assess, and provide for SEND pupils.

When it is considered necessary, colleagues from the following support services will be involved with SEND pupils:

- Educational psychologists
- Medical officers
- Speech and Language therapists
- Physiotherapists
- Occupational therapists
- Hearing impairment services
- Visual impairment services
- Physical impairment services
- School Nurse

In addition, links are in place with the following organisations:

- The Local Authority – Westminster; and Camden and Brent LAs
- Education Welfare Officer
- Social Services
- SENCos in other Westminster school

LINKS WITH OTHER POLICIES AND DOCUMENTS

This policy links to our policies on:

- Accessibility Plan
- Behaviour and Wellbeing
- Equality Information and Objectives
- Safeguarding and Child Protection
- Supporting Pupils with Medical Conditions

EVALUATING THE SUCCESS OF OUR SEND POLICY

The SEND Governor will meet at least annually with the SENDCo and the governor will report annually on the success of the policy against the specific objectives which are given under the 'Objectives' at the beginning of this policy.

The school adopts the Revise, Revisit, Refine and Refresh approach to ensure that the school is successfully meeting the needs of SEND pupils and parents as well as suitable training and supporting staff.

Pupil progress will provide evidence for the success of the SEND policy and this will be analysed carefully through:

- Consideration of each pupil's success in meeting targets when reviewed.
- School tracking systems.
- Use of standardised tests – SATs, Foundation profile scores.

In addition, the school will publish an annual SEND Information report which can be viewed on the school's website which details the key SEND information for the year.

COMPLAINTS PROCEDURES

If you have a complaint, this should first be discussed with the class teacher who will listen to the issues and address them where appropriate.

If you feel your complaint has not been resolved, please make an appointment with the SENDCo.

If you want to proceed with a complaint, please refer to our Complaints Policy which can be found on the school website: <https://www.st-augustines-primary.co.uk/policies/>

The SEND Code of Practice outlines additional measures which the Local Authority must have in place to prevent and resolve disagreements. These will be explained to parents if required.

MONITORING ARRANGEMENTS

This policy and information report will be reviewed by Catrin Cunnington, SENDCo, every two years. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.