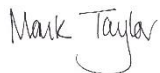



## St Augustine's School

### Policy for Special Educational Needs and Disabilities (SEND)

*This Policy reflects the Special Educational Need and Disability Code of Practice: 0 to 25 years (January 2015), Children and Families Act 2014 and Equality Act 2010. It should also be read in conjunction with other relevant school policies.*

Document Status			
<b>Date of Next Review</b>	As required	<b>Responsibility</b>	SENCo
<b>review completion</b>	November 2016	<b>Responsibility</b>	SENCo
<b>Date of Policy Creation</b> Dec 2015	<b>Adapted school written model</b>	<b>Responsibility</b>	Governor School Improvement Group
<b>Date of Policy Adoption by Governing Body</b> January 2016		<p><b>Signed:</b>  <b>Headteacher</b></p> <p> <b>Chair of Governors</b></p>	
<b>Method of Communication:</b>			
<p>Displayed on school website</p> <p>Hard copy in school office</p>			

St Augustine's is a Roman Catholic school that believes that everyone is made in the image and likeness of God and called to an eternal destiny in Jesus Christ.

We respect, accept and care for all. As a Christ-centred, welcoming community we recognise and celebrate the uniqueness of every person. We strive to foster a love and joy of learning and develop in each child an awareness of their own spirituality.

**Abbreviations used:**

<b>CoP</b>	<b>Code of Practice</b>
<b>EAL</b>	<b>English as an additional language</b>
<b>EHCP</b>	<b>Education, Health &amp; Care Plan</b>
<b>SEND</b>	<b>Special Educational Needs and/or Disabilities</b>
<b>SENCo</b>	<b>Special Educational Needs Coordinator</b>
<b>TA</b>	<b>Teaching Assistant</b>

## Introduction

Definition of Special Educational Needs from The Special Educational Need and Disability Code of Practice 2015 and Children and Families Act 2014:

**‘A child or young person has special educational needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.**

**A child of compulsory school age or young person has a learning difficulty or disability if he or she:**

- a) has a significantly greater difficulty in learning than the majority of others of the same age, or**
- b) has a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.**

**For children aged two or more, special educational needs 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, maintained nursery schools, maintained post-16 institutions or by relevant early years providers.’**

### **Disabled Children and Young People:**

The definition of disability is not the same as SEN and it is therefore possible to be disabled under the Equality Act and not have SEND.

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is **‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’.**

This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN.

**Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.**

All schools have duties under the Equality Act 2010 towards individual disabled children and young people. They must make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage. These duties are anticipatory – they require thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage. Schools also have wider duties to prevent discrimination, to promote equality of opportunity and to foster good relations.

### **Philosophy**

The school community believes that

- All pupils are equally valued and the school has high aspirations for all
- All pupils are the shared responsibility of all staff
- All pupils are entitled to a broad and balanced curriculum which is personalised and focused on outcomes.
- Teaching and learning will be adapted to suit the needs of learners and recognise different routes to achievement
- Early and accurate identification is essential
- There will be a flexible continuum of provision for pupils with SEND
- SEND and high needs funding will be used efficiently to ensure good progress of pupils with additional needs
- Staff will be given appropriate training to allow them to meet a wide range of needs
- Parents/carers will be fully involved as partners in their child's education
- Pupils will be encouraged to give their views on what learning is like for them
- Governors should have access to information which will allow them to monitor and evaluate the effectiveness of the SEND policy

Central to the implementation of this policy, is the principle that the education of all pupils, including those who may have SEND, is the shared responsibility of the whole staff; with particular guidance and monitoring from the School Governors, Headteacher, Heads of Faculty, and SENCo.

## Aims

### **In line with the Code of Practice 2015:**

As a school, we aim to:

- ensure that we comply with the requirements of the SEND Code of Practice 2015, the Children and Families Act 2014, and other statutory guidance;
- use our best endeavours to make sure that all pupils with SEND get the support they need;
- ensure that pupils are included in all aspects of the school day and that pupils with SEND engage in the activities of the school alongside pupils who do not have SEND;
- ensure all pupils have access to a broad, and balanced curriculum which is appropriate to their needs, promotes high standards and the fulfilment of potential.

We aim for our teachers to:

- be well equipped to identify and meet needs through high quality teaching;
- identify pupils' needs early;
- plan effective interventions;
- regularly evaluate the impact of interventions

We aim for our pupils to:

- be happy;
- have their views considered and valued according to age maturity and capability;
- achieve their very best;
- make expected or better progress towards their individual targets;
- become confident individuals living fulfilling lives;
- make a successful transition into adulthood, whether into employment, further or higher education or training.

## Objectives

### ➤ **Be happy**

- Provide a secure and caring environment
- Use positive and supportive language
- Use praise to celebrate achievement
- Set suitable learning challenges
- Provide opportunities for parents/carers and children to celebrate achievement together

### ➤ **To consider the views of the child, taking into consideration age, maturity and capability.**

- Provide opportunity for the child to:
  - express their feelings
  - participate in discussions
  - indicate their choices
  - review their own progress

### ➤ **Have access to a broad and balanced curriculum**

- Plan differentially and set targets for individuals and groups within a provision mapping model.
- Provide support in an effective manner
- Involve parents/carers by providing formal and informal information

➤ **Achieve their very best**

- The class teacher remains responsible for working with the child on a daily basis and is involved in the planning and implementation of suitable interventions
- Use effective assessment and monitoring (formative and summative assessment, Foundation Profile, Teacher Assessment, observational assessment, parental views).
- Provide high quality learning opportunities and materials
- Use positive and supportive language with pupils
- Intervene early to promote progress
- Make effective use of outside agencies
- Liaise effectively with parents/carers

➤ **Make good progress**

- Use effective assessment, monitoring and review procedures
- Relate action to individual needs

➤ **Be included in all aspects of the school day**

- School should be warm, welcoming and open to all pupils, parents/carers in order to make school a positive experience
- Ensure that all pupils are able to join in the activities of the school, taking into consideration individual needs and efficient use of resources
- For most pupils extra help will be provided within the classroom, managed by the class teacher. Where it involves spending some time outside the classroom, it will nonetheless be in the context of the inclusive curriculum
- Provide an appropriate physical environment
- Provide a positive and supportive school ethos

➤ **All teachers to be well equipped to identify and meet needs**

- Teachers and support staff will have access to relevant professional development (LA courses, INSET, available information)

➤ **Children's needs to be identified early**

- Make use of existing information from parents/carers and relevant agencies to provide a starting point for the development of an appropriate curriculum for the child
- Use the school assessment procedures

➤ **Planned interventions to be effective under a model of provision mapping interventions**

- Interventions may include:-
  - grouping for teaching purposes
  - additional human resources
  - teaching methods, taking into consideration the learning styles and individual needs of the child

➤ **Interventions to be evaluated and revised regularly**

- Planned formal meetings between SENCo and class teachers, taking into account information from others involved with the child, including parents/carers.
- SENCo available for ongoing informal discussions with staff and parents/carers

## **Equality and Inclusion**

St Augustine's School makes reasonable adjustments to remove barriers to learning and to prevent disabled pupils being placed at a substantial disadvantage.

## **Medical Conditions**

Pupils with medical conditions will have a medical diagnosis but not all pupils with medical conditions will have special educational needs. Where pupils with medical conditions also have SEN, their provision will have regard to the statutory guidance 'Supporting Pupils at School with Medical Conditions'.

## **Careers Guidance**

All pupils from Year 9 will be offered careers guidance. Pupils with an EHCP or a Statement will be offered specialist careers guidance in preparation for transition.

## **Identification of SEN**

1. Pupils on the SEND register may have needs that cut across the following four broad areas of need as documented below. Their area of SEND may also change over time.

As stated in the Code of Practice for SEND 2015, the four broad areas of SEND are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and /or physical

**It is important to note that the following are not SEND but may impact on progress and attainment and so will require careful consideration when looking at the child as a whole:**

- Children must not be regarded as having learning difficulties solely because their language or form of language of their home is different from language in which they will be taught (EAL)
- Disability alone does not constitute SEND
- Attendance and Punctuality
- Health and welfare (see Medical Conditions)
- Being in receipt of Pupil Premium
- Being a Looked After Child
- Behaviour is no longer a category of SEND - this is instead described as an underlying response to a need.

2. St Augustine's School has regard to the requirements of the SEND Code of Practice, 2015. This is a model of action and intervention to help pupils who have SEND make good progress and successfully access the curriculum. The school recognises there is a continuum of SEND and therefore uses a graduated approach to identifying, assessing and providing for pupils with SEND.
3. Pupils at St Augustine's School, who meet the criteria for SEND, in agreement with parents/carers will be placed on the SEND register. This register is reviewed regularly by the SENCO.
4. St Augustine's School uses a single SEND category as stipulated in the SEND Code of Practice, 2015. However, the school recognises the need for a graduated approach to SEND and therefore identifies the different level of need for pupils on the SEND register. As stipulated in the Code of practice, 2014, the single SEND category replaces School Action and School Action Plus.
5. For pupils with more complex needs, a co-ordinated assessment of need known as an Education and Health Care Plan (EHCP) will replace the Statement of Special educational Needs.
6. It is acknowledged that identification of SEND should be as early as possible in the child's school career.
  - **The majority of pupils will be identified during transition into Year 7** during assessment and screening, primary liaison meetings with KS2 staff, Year 6 Transition Reviews, information from outside agencies, parents/carers and support services.
  - **For pupils already in the school** a combination of concerns and or changes may result in the pupil being placed on the SEND register.
  - **Others pupils may transfer in at a later date with a history of SEND.** An early review will determine whether the pupil's special educational needs are on-going.
  - **A recent diagnosis may be a significant barrier to learning.** This requires additional and different resources.

## **SEND Provision**

### **(i) UNIVERSAL PROVISION – HIGH QUALITY TEACHING**

- At St Augustine's School: **Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.** (Code of Practice 2015: 6.36)
- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. All teachers are committed to reducing barriers to learning for pupils with SEND by planning work which is appropriately differentiated and includes strategies from the school's Universal Provision Map. For this reason, and in line with the Code of Practice 2015, the majority of pupils will have their SEND needs met in class and have access to a broad and balanced curriculum. Where appropriate, steps are taken to modify the curriculum and reasonable adjustments are made for disabled pupils.

- All pupils are monitored by subject teachers to ensure they are making expected or better progress.
- Regular communication takes place between class/subject teachers, TAs, SENCo, parents/carers and pupils to ensure good progress.
- All staff have appropriate access to up to date information about pupils with additional needs.
- Once a pupil has been identified as possibly having SEND they will be closely monitored by subject teachers and form tutors in order to gauge their level of learning and possible difficulties.
- Parents/carers will be informed fully at every stage of their child's development and the circumstances under which they are being monitored. Parents/carers are encouraged to share information and queries with the school.
- Pupil progress meetings and parent evenings are used to monitor and assess the progress being made by all pupils.
- If concerns continue despite the use of appropriately differentiated strategies and departmental interventions, the SENCo may be consulted for support and advice. The views of parents/carers and pupils will also be included.

#### **Support for internal and external examinations (Access Arrangements):**

Access arrangements for examinations are organised jointly by the SENCo and Examinations Officer, Mrs Nicola Jackson. Pupils must always have a history of need and any special arrangements must reflect the pupil's usual way of working. The document Access Arrangements and Reasonable Adjustment- General and Vocational Qualifications (JCQ), sets out procedure and guidelines for applying for special arrangements. Not all pupils with SEND will qualify for access arrangements.

#### **(ii) SEND SUPPORT**

Where a pupil is identified as SEND, parents/carers will be formally advised of their child's needs before they are included on the school SEND Register. The aim of formally identifying a pupil with SEND is to ensure effective provision is put in place to remove barriers to learning. The support put in place consists of a four part process:

- Assess
- Plan
- Do
- Review

This graduated approach is an on-going cycle to enable provision to be evaluated to ensure that the pupil makes good or better progress. Pupils, parents/carers and teachers will play an active part in the SEND review process.



### (iii) INVOLVING OUTSIDE AGENCIES AND SPECIALISTS

When pupils continue to experience significant difficulties and do not make progress despite good quality first teaching and specialist intervention, a referral to outside agencies for support and advice may be made.

Outside agencies include, but are not limited to:

- educational psychologists
- Child and Adolescent Mental Health Services (CAMHS)
- specialist teachers or support services, including specialist teachers with a mandatory qualification for children with hearing and vision impairment, including multi-sensory impairment, and for those with a physical disability. (Those teaching classes of children with sensory impairment must hold an appropriate qualification approved by the Secretary of State. Teachers working in an advisory role to support such pupils should also hold the appropriate qualification.)
- therapists (including speech and language therapists, occupational therapists and physiotherapists)

### Transition

St Augustine's School supports pupils with SEND at each of the key transition stages. This includes regular meetings with the key stage 2 feeder primary schools and post-16 providers. All relevant staff are invited to attend transition reviews along with parents and students. Planning meetings are also held to share appropriate information with colleagues. Enhanced transition visits are available for all SEND students.

### Procedures

**The key responsibilities of the SENCo (Jacqui Macauley) will include:**

- overseeing the day-to-day operation of the school's SEND policy;
- working with English and Maths subject leaders and the Senior Management Team to identify children who need additional and different support;
- co-ordinating provision for children with SEND;
- arranging Annual Review meetings for children with ECHPs
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- liaising with parents/carers of children with SEND;
- liaising with external agencies, including LA support and educational psychology Services, Health and Social Services and voluntary bodies;
- liaising with and advising fellow teachers on the graduated approach to providing SEN support
- attending SEND meetings and training sessions and disseminating to colleagues knowledge and research pertaining to SEND;
- contributing to staff INSET;

- providing advice, support and training for Teaching Assistants;
- reviewing job descriptions and setting performance management targets for teaching assistants;
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- working with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

### **The Role of the Head Teacher (Mark Taylor)**

The Head Teacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with SEND. The Head Teacher will keep the Governing Body fully informed and will also work closely with the SENCo.

### **The Role of the Governing Body and the SEND Governor (Julie Brierley)**

The Governing Body will, in co-operation with the Head Teacher, determine the school's general policy and approach to provision for all pupils, establish the appropriate staffing and funding arrangements and maintain a general oversight of the school's work.

The SEND Governor will liaise with the SENCo and feed the updated information into the Governors meetings.

### **The Role of the Class Teacher**

It is the responsibility of all staff to:

- recognise that each child at our school is special
- recognise that each child will have their own individual strengths
- recognise and nurture the talents of each child

Teaching children with SEND is a whole-school responsibility.

### **All teachers are teachers of children with special educational needs**

Each teacher is responsible for his/her class and will identify learning objectives for all the children in the class and will provide a differentiated curriculum which will help the children to achieve those objectives. The class teacher will ensure that all children are fully included in all class activities and the full life of the school.

### **The Role of the Teaching Assistants**

Teaching Assistants will support teachers in enabling children with SEND to have access to an appropriate curriculum.

- Teaching Assistants have an important part to play in promoting the inclusion and independence of all children.
- Teaching Assistants enable the Class Teacher to spend high quality time with vulnerable children and those with SEND.
- Teaching Assistants access daily liaison time with the Class Teacher for planning, preparation and discussion regarding effective deployment.

**Whole school approaches:**

- All staff contribute to the completion of whole school provision maps and ensure that strategies are implemented to ensure high quality teaching for all
- Regular communication takes place between class teachers, TAs, SENCo, parents/carers and pupils to ensure good progress
- All staff have appropriate access to up to date information about pupils with additional needs
- The SENCo offers advice on differentiation to all staff
- Pupils are supported alongside their peers whenever possible
- All pupils are encouraged to join in extra-curricular activities
- All pupils have individualised targets
- Provision maps are on display so that staff, pupils and parents/carers know what reasonable adjustments are available
- The training budget for staff is transparent
- Provision for pupils with SEND is reflected throughout school self-evaluation
- The complaints procedure is transparent and easily available to parents/carers
- Good access arrangements are made so that all pupils can demonstrate their full potential in tests and exams
- School uses the local authority's local offer to inform the school offer. This is published on the school website.

**Individualised approaches:**

- Additional interventions will be implemented as necessary and these interventions will be monitored and evaluated
- Additional help will be sought appropriately from Inclusive Education Services
- Some pupils will have individualised provision maps, behaviour plans, risk assessments or health care plans; some pupils may be allocated a key worker
- Structured conversations will be held regularly with families, considering acceptable meeting times. The parents/carers and pupil will be respectfully listened to and their views will inform person-centred planning.
- TAs will be trained so that they can encourage and support pupils, regardless of communication needs, to make their views known.
- Transition arrangements will be personalised to support additional need
- The SENCo will be appropriately qualified and have the skills required to meet statutory duties.
- Designated finances will be used appropriately to meet needs without reducing independence.

- Staff training will reflect the needs of the current school community
- Parents/carers will be given clear routes to access support, and be encouraged to bring a supporter to meetings if desired
- The school will follow the latest statutory guidance, currently the CoP 2015

## **Monitoring and evaluating performance**

**‘All teachers are teachers of children with SEND’ (draft CoP 2013 5.2)**

**Monitoring and evaluating the progress of pupils with SEN is an integral part of our whole school system to monitor and evaluate achievement, teaching, behaviour and leadership and management. However, to ensure good life outcomes for this vulnerable group, additional, focused monitoring takes place. This includes:**

- Monitoring and evaluating of interventions, including their value for money
- Focused analysis of data examining the progress of different vulnerable groups
- Learning walks and pupil interviews to evaluate the effectiveness of the strategies listed on provision maps
- Annual financial returns (e.g. part 7)
- Completion of statutory functions by the SENCo related to referral for statement/ education health care plans, termly meetings and annual reviews.
- Use of the NYCC Inclusion Quality Mark (IQM)
- Work scrutiny with selected pupil groups
- Focused monitoring by the SENCo, LA adviser, SEN governor
- Detailed discussions with families and pupils
- Progress through a variety of transitions
- Attendance and exclusions analysis
- Feedback from support agencies and Ofsted
- Local authority analysis of information and data about the school

**The governing body evaluate the work of the school by:**

- Appointing an SEN governor who is a champion for pupils with SEND
- Monitoring data with respect to vulnerable groups
- Challenging the leadership through informed questioning
- Undertaking learning walks in school with a focus on SEND
- Meeting with parents/carers and pupils
- Ensuring there is appropriate continuing professional development taking place for all staff with regard to SEND

### **Involving parents/carers of pupils with SEND**

- St Augustine's School recognises that parents/carers know their child best and therefore the views of the parent and their child play a significant part in planning any intervention or dealing with concerns.
- A positive partnership between home and school is crucial in supporting pupils and removing barriers to learning.
- Parents/carers will be kept fully informed of any interventions and progress made.
- The SENCo welcomes all contact from parents/carers whether it is to inform school of new information or to raise concerns.

### **Complaints Procedure**

- Any complaints should in the first instance be directed to the tutor or the SENCo.
- Sometimes parents/carers may wish to speak directly to The Headteacher.
- Should parents/carers feel that their complaint has not been dealt with satisfactorily they have the right to refer to the SEND Governor.

### **Conclusion**

St Augustine's School will use its best endeavours to provide for the needs of all its pupils in a community that is inclusive and supportive of the needs of the individual. The careful identification and assessment of need will, where possible, be matched by the allocation of appropriate strategies and resources from within the school's Notional SEND Budget or as supplemented by the local authority through Top-up Funding for those students with ECHPs or existing statements.

### **Local Offer**

North Yorkshire County Council must publish, in one place, information about the provision they expect to be available in their area for children and young people from 0-25 who have SEND. St Augustine's School will work to support the local offer for Scarborough.

### **St Augustine's School SEND Information Report 2015-16**

The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools must publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014. (SEND Code of Practice 2015: 6.79).