



St Augustine's Catholic Primary School & Nursery Policy for Special Educational Needs and Disabilities

Name of School	St Augustine's Catholic Primary School
Address and Postcode	Conwy Court, Castlefields, Runcorn WA7 2JJ
Phone Number	01928 568936
Email address for this policy	schooloffice@staugustines-runcorn.com
Name of Policy	Policy for Special Educational Needs and Disabilities
Policy version number	3
Date policy becomes effective	December 2022
Review date	December 2026
Signed - Headteacher	Elizabeth Lambe
Signed – Chair of governing body	Toni Woodhead

1. School Details

Tel Number: 01928 568936

Head Teacher: Mrs Elizabeth Lambe

SEND/CO: Mrs Penny Johnson

SEND Governor: Mrs Christine Smith

2. Local Authority and Agency Details

Local offer website: <https://localoffer.haltonchildrenstrust.co.uk/>

EHCP Team Manager: Shelley Nicholson shelley.nicholson@halton.gov.uk

EHCP Coordinator: Catherine McCudden Catherine.mccudden@halton.gov.uk
0151 511 8419

3. Policy Development

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (September 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DFE Feb 2013
- SEND Code of Practice 0 – 25 (September 2014)
- Children and Families Act (2014): Section 69
- Schools SEN Information Report Regulations (2014)

This SEN policy works alongside and in conjunction with The Local Offer offered by Halton Local Authority.

4. Principles

St. Augustine's Catholic Primary School and Nursery is an inclusive school. It is the philosophy of the school that the special needs provision should include all pupils who have barriers to learning, whatever they are. All pupils who have Special Educational Needs will benefit from a variety of different levels and different styles of support. In addition, the school believes that all pupils should benefit from the principles stated in the school aims.

In particular at St. Augustine's we believe that all pupils:

- Have individual educational needs.
- Share the right to a broad and balanced curriculum.
- Have the right to have their Special Educational Needs appropriately assessed.
- Will have individual targets set to meet their educational needs
- Have the right, either directly or through their parents, to express a preference in relation to their educational needs and provision.

The implementation of this policy is the responsibility of the whole staff, with any extra provision or expertise being provided by external agencies and professionals. It is intended that this policy statement will be used as a working document for all teaching staff, governors, parents and visitors.

5. Admission Arrangements

Admission to St. Augustine's Catholic Primary School and Nursery will be in accordance with the school's agreed Admissions policy. No child will be refused or given lower priority than other applicants in the event of over subscription, on the grounds of his or her ability.

6. Definition of Special Educational Needs

A child is considered to have special educational needs if he or she has a learning or behaviour difficulty, which calls for special provision to be made for them.

At St. Augustine's Catholic Primary School and Nursery a child is considered to have a special educational needs if he or she:

- (a) Has significantly greater difficulty in learning than the majority of pupils of the same age.
- (b) Has significantly greater difficulty in behaving than the majority of pupils of the same age.
- (c) Has a disability which either prevents or hinders the child from making use of educational facilities of a kind provided for pupils of the same age
- (d) Are under compulsory school age and fall within the definitions above or would so do if special educational provision was not made for them (Code of Practice, September 2014).

A child will not be regarded as having learning difficulties solely because of their language or if the home language is different from the language in which he or she is taught. Children with EAL should not be regarded as having SEN, although pupils with EAL may also have SEN.

7. Roles and Responsibilities

Provision for children with special educational needs is a matter for the school as a whole. In compliance with various acts relating to inclusion and Special Educational Needs and regard to the Code of Practice, the Governing body in conjunction with the Head Teacher will ensure that all pupils will:

- Be offered an education, which offers equal opportunities regardless of individual differences.
- Have access to a broad and balanced curriculum, differentiated according to individual needs.
- Be assessed using suitable materials.
- Be supported within the resources available, provided there is no educational disadvantage to other pupils within the school.
- Have the right, either directly or through their parents, to express a preference in relation to their educational needs and provision.
- Have their needs monitored and evaluated with programmes of work documented and records maintained.
- Have their needs reviewed half termly at pupil progress meetings.

The Governing Body

The Governing Body in cooperation with the Head Teacher:

- Will do their best to ensure that the necessary provision is made for all pupils

- Will ensure that where the 'responsible persons,' (the school SENDCo) have been informed by the LA that a child has special educational needs, that these needs are shared with all those who teach him or her.
- Will ensure that all teachers and learning support staff are aware of the importance of identifying and providing for pupils with Special Educational Needs.
- Will have regard to the Code of Practice when carrying out their duties towards all pupils with Special Educational Needs.
The Governing Body will appoint a Governor to take particular interest in the school's work on inclusion.

The Head Teacher

The Head Teacher will have responsibility for the leading of all aspects of the school's work.

The SENDCo and the Staff

The SENDCo working closely with the rest of the staff will share responsibility for: ▪ The day to day operation of the St Augustine's Catholic Primary School and Nursery Special Needs Policy.

- Liaising with parents.
- The SENDCo will have responsibility for:
 - Sharing information related to SEND with the Head Teacher, the Senior Leadership Team and all other members of staff.
- Coordinating and action planning provision for pupils with Special Educational Needs, through Provision Mapping.
- Monitoring and evaluating provision for pupils with Special Educational Needs.
- Liaising with and advising teaching and learning support staff.
- Maintaining and overseeing records on all pupils with special educational needs.
- Contributing to the in-service training of staff.
- Liaising with external agencies.
- The SENCo will keep the Governing Body informed.

Teaching and Learning Support Staff

All teachers and learning support staff will be fully aware of the school's procedures for identifying, assessing and making provision for Special Educational Needs at St Augustine's Catholic Primary School and Nursery.

8. Additional Support

Children experiencing difficulties will be supported within the classroom by their Class Teacher and Teaching Assistant, but may be withdrawn for additional small group support.

Additional support and advice may be provided by the Educational Psychologist, the Speech and Language Specialist, or School Nurse. Parents may be required to engage with Early Help Assessment in order to make additional referrals.

9. Identification, Assessment, Monitoring and Review

All pupils will have access to a broad and balanced curriculum, including National Curriculum Numeracy and Literacy strategies differentiated according to individual needs. St Augustine’s Catholic Primary School and Nursery believes the Special Needs Provision needs to meet the needs of the individual child, work will take place both within the classroom or withdrawal groups.

Monitoring

Monitoring will consider the following:

(a) Whether the policy is being implemented successfully. This will be measured by outcomes related to provision discussions.

(b) Whether the provision offered in school is having an impact on all pupils. This will be measured by individual pupil progress data discussed at pupil progress meetings.

Identification and assessment and Review

Pupils’ individual difficulties can be identified by any member of the staff team. The evidence is collected and the pupils are discussed individually at pupil progress meetings, these take place each half term.

Pupils, who have been identified as having Special Educational Needs which are primarily learning, are reviewed at pupil progress meetings.

10. A Graduated Response to SEN

The school follows a Graduated Approach to SEND support. Pupil’s needs are the priority and teachers will share information with SENDCO who will support in finding appropriate strategies for each individual. Once interventions/tasks are put into place, careful monitoring including observations and assessments will determine the next step. If the child requires further support than already in place, the appropriate steps will be taken. We follow an Assess, Plan, Do and Review system. Firstly, the class teacher and SENDCO work together to determine where the child is upto through assessments, including form external agencies if appropriate. Then, we set SMART targets with the teacher and where possible, parents. These targets are regularly reviewed. Next, agreed strategies are put into place and progress is monitored through summative assessments and observations etc. Finally, the progress of the child will be measured and reviewed, informing the next steps of assessment or planning.

Stage of Action for Learning	Level of working	Personnel involved in reviewing and identifying provision through provision mapping
SEN – School	Pupils causing continued concern	Class teacher, TA with support from SENCo
SEN – with other agencies	Pupils with involvement from outside agencies	Class teacher, TA and SENCo with advice from appropriate outside agencies

Educational Health Care Plans (EHCP)	Pupils with involvement from outside agencies and additional funding from the LEA.	Class teacher, TA and SENCo with advice from appropriate outside agencies
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11. Governors

The Governors, especially the named SEN Governor, will be kept informed as children move through the stages.

The Governing Body evaluates the success of SEN provision through reports from the Governor with responsibility for SEN. The Head Teacher's termly report to the Governing Body also covers SEN developments.

The Governing Body, through the School Improvement Plan, ensures that relevant INSET for staff is provided.

12. Parental Involvement

We aim to fully involve parents, and ask them to co-operate by reading with their child at home, helping with spellings and supervising homework.

Parents are welcome to come in to discuss their concerns with the Class Teacher and SENDCO when necessary. This takes place regularly through drop in sessions, parent meetings and coffee mornings.

13. Resources

The Governing Body and the Head Teacher will ensure that adequate resources are set aside from the total budget allocation, for St. Augustine's Catholic Primary School and Nursery Special Needs policy to be implemented.

The allocation of funds for Special Educational Needs has equal status with other subjects. The resources are usually selected by the SENDCO with curriculum leaders and the Head Teacher. Care is taken that there will be continuity across the Key Stages.

14. Practice

Our aim is to integrate the child with SEN so that he/she feels a valued member of the school.

We aim to do this by:

- Providing opportunities for success at all levels
- Providing a supportive environment where the child is not afraid to make mistakes
- Differentiating the tasks so that there is a good match between the child's ability and the task
- Being flexible in our teaching styles – not all children learn in the same way
- Celebrating success – make the child feel important by sharing in their achievements

15.Complaints

An individual wishing to make a complaint about actions regarding the school's actions in supporting a child with medical conditions should discuss this with the school in the first instance.

If the issue is not resolved, then a formal complaint may be made, following the complaints procedure as set out in

<https://www.staugustines-runcorn.com>