

St Augustine's Catholic Primary School



SEND Policy 2024-25

***“We love and learn together by growing in
friendship with Jesus”***

Linked virtues:

‘Learned & Wise’

Autumn 2024

Rationale

All staff and governors at St Augustine's Catholic Primary School are committed to ensuring that appropriate provision is made for every child within the school community. Inclusive provision is at the heart of our Catholic ethos and mission statement.

"We love and learn together by growing in friendship with Jesus"

In our School family we are all valued, loved and respected and each child is nurtured through the love of Jesus to reach their full potential.

With Christ at the heart of all that we do, we learn with a spirit of curiosity that leads to an understanding of God's world. We encourage everyone to be confident, happy, fulfilled and successful.

Together as a whole community we recognise and value the gifts of all. We welcome everyone in a spirit of faith that reflects the teachings of Christ.

Objectives

In line with the Special Educational Needs and Disability (SEND) Code of Practice: 0-25, staff at St Augustine's Catholic Primary School will:

- Identify, address and review the needs of the SEND pupils we support.
- Use our best endeavours to ensure that a child with SEND gets targeted support at the earliest possible opportunity, whether in the main class situation or within small group or individual sessions.
- Set high expectations for all SEND pupils which are reflected in all School Policies and associated practice.
- Ensure that all pupils with SEND are offered full access to a broad, balanced and appropriate mainstream curriculum that sets high expectations for every pupil whatever their prior attainment.
- Provide for the individual needs of all pupils with SEND and ensure their progress in mainstream education, alongside pupils who do not have SEND, in order to maximise their achievement.
- Take the views, wishes and feelings of the young person into account, and involve them as fully as possible in decision making about their own education.
- Work in partnership with parents to enable them to make an active, empowered and informed contribution to their child's education.
- Designate a teacher responsible for the coordinating of SEND provision i.e. SENDCo
- Provide INSET as appropriate for all staff to ensure they are able to identify, support and challenge SEND pupils.
- Work with external agencies to ensure the very best support and curriculum for each child.

Definition of Special Educational Needs

At St Augustine's Catholic Primary School, children are identified as having SEND when they have a significantly greater difficulty in learning than the majority of children the same age or have a disability which prevents or hinders them from making use of education facilities of a kind generally provided for children of the same age in mainstream schools (SEND Code of Practice, 2015).

The Code of Practice (2015) provides an overview of the range of needs, which is divided into 4 broad areas. These areas are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and or Physical Needs.

Identification

Early identification is vital to supporting children with SEND. Identification of SEND may be reached through some of the following (not in any order of importance):

- The concerns of Parents and the views of the Child
- Baseline Assessment
- Teacher/ SENDCO Assessment
- KS1/2 SATS results
- NFER (National Foundation for Educational Research) Reading or Spelling Tests and/ or Optional SATS results
- Y1 Phonic Screening Assessments
- SEND Support Services Assessment
- Sensory Support Agencies
- Health Support

The analysis of any or all of the above will be undertaken by the Class teacher/SENDCO, with the support of external agencies as appropriate.

Once identified children will be placed against our own internal stages of support which is commensurate with the graduated response of the SEND Code of Practice 2014. Further information can be found in the SEND Information report.

Implementation of the policy

The overall aim of this policy is to improve the outcomes for every child with SEND in all the areas outlined in the Special Educational Needs Code of Practice (2015). This will be achieved by these specific outcomes:

- Following a comprehensive and structured approach to assessing, identifying and responding to individual needs.
- Removing barriers to achievement by providing high quality teaching that is differentiated and personalised to meet the needs of every individual.
- Regular monitoring of the progress and development of all pupils throughout each school.
- Enabling all SEND pupils to join in the activities of the school together with pupils who do not have SEND, as far as is reasonably practical.
- The quality of teaching pupils with SEND and progress made by pupils is a core part of the school's performance management arrangements.
- Professional development of teaching and support staff in the area of SEND is key to the quality of Teaching and Learning of pupils with SEND.
- Ensuring that appropriate staffing and funding is in place for pupils with SEND.
- Enabling successful transition of SEND pupils from their previous educational establishment and beyond their life in the school.
- Ensuring that all governors, particularly the SEND Governor, are up-to-date and knowledgeable about the Schools' SEND provision and Inclusion overall.
- Involving the full Governing Body in the future development and monitoring of this policy.

Further details regarding the implementation of this policy can be found in the SEND information report.

Roles and Responsibilities

Key SEND Staff are:

Mrs Kate Griffiths – SENDCO

Mrs Kate Maddock - The SEND Governor

The following description of the role of the SENDCO has been taken from the Special Educational Needs and Disability Code of Practice: 0-25 (2015).

'The SENDCo has day-to-day responsibility for the operation of SEND policy and coordination of specific provision made to support individual pupils with SEND, including those who have EHC plans. The SENDCo provides professional guidance to colleagues and will work closely with staff, parents and other agencies. The SENDCo should be aware of the provision in the

Local Offer and be able to work with professionals providing a support role to families to ensure that pupils with SEND receive appropriate support and high quality teaching’.

The key responsibilities of the SENDCo may include:

- overseeing the day-to-day operation of the school’s SEND policy
- co-ordinating provision for children with SEND
- liaising with the relevant Designated Teacher where a looked after pupil has SEND
- advising on the graduated approach to providing SEND support
- advising on the deployment of the school’s delegated budget and other resources to meet pupils’ needs effectively
- liaising with parents of pupils with SEND
- liaising with Early Years’ providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working 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
- ensuring that the school keeps the records of all pupils with SEND up to date

The SEND Governor will support the SENDCo and the school through termly meetings, by monitoring the SEND Policy and Practice and reporting to the Governing Body following school visits.

Links to other Policies

This Policy impacts on RE and all Core and Foundation Subjects and should be referred to in these policies. It is also an issue that should be addressed within the Equality, Multicultural, Behaviour and Assessment Policies.

Monitoring and Evaluation procedures

The implementation and impact of this policy will be monitored by tracking and evaluating the following:

- Impact on progress, achievement and attainment for each child, including the analysis of data
- The voice and views of the child
- The impact on each child’s well-being, self-esteem and attitudes to learning
- The views of parents (via parent meetings and parents evening)
- Attendance data

- The inclusive nature of the school and the embedding of the principles of this Policy in our school ethos
- The views of external agencies

In order to assess value for money and the success of this Policy and its associated practice the Governing Body ensures it receives information in the following ways:

- The SENDCo reports to the Teaching, Learning and Assessment Committee on SEND issues, including attainment and progress measures.
- The Head Teacher uses summative assessment and the analysis of data to report to the full Governing Body.

This Policy was reviewed and agreed by staff: Autumn 24

Ratified by TLA Committee:

Adopted by the Full Governing Body:

Review date: Annually