

St Augustine's Academy



Special Educational Needs and Disabilities Policy

Approved by:



Date: 03/12/25

Next review due by: December 2026

'Let your light shine before others, that they may see your good deeds and glorify your Father in Heaven.'

Matthew 5:16

Statement of intent

St Augustine's Academy values all pupils and celebrates diversity of experience, interest and achievement. All pupils need to experience praise, recognition and success, and pupils with SEND have equal entitlement to this.

This policy outlines the framework for the school to meet its duty, obligation and principal equality values to provide a high-quality education to all of its pupils, including pupils with SEND, and to do everything it can to meet the needs of pupils with SEND.

Through successful implementation of this policy, the school aims to:

- Eliminate discrimination.
- Promote equal opportunities.
- Foster good relationships between pupils with SEND and pupils without SEND.

The school will endeavour to:

- Involve children, parents and young people in decision-making
- Identify children and young people's needs
- Collaborate between education, health and social care services to provide support
- Provide high quality provision to meet the needs of children and young people with SEND
- Help children to develop to their full potential and become active citizens in society

Legal framework

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Children and Families Act 2014
- Health and Social Care Act 2012
- The Equality Act 2010: advice for schools DfE (updated May 2014)
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Children Act 1989
- Special Educational Needs and Disability (Amendment) Regulations 2015
- Special Educational Needs (Personal Budgets) Regulations 2014
- Special Educational Needs and Disability (Detained Persons) Regulations 2015
- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Data Protection Act 2018
- The General Data Protection Regulation 2018

This policy has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2017) 'Supporting pupils at school with medical conditions'
- DfE (2024) 'Keeping children safe in education'
- DfE (2023) 'Working together to safeguard children'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2015) 'School admissions code'
- Teaching Standards (Updated 2021)
- It is the responsibility of all teaching staff to ensure learners with SEND have access to the National Curriculum.

This policy operates in conjunction with the following school policies:

- Admissions Policy
- Accessibility Plan
- Equal Opportunities Policy
- GDPR Policy
- Social, Emotional and Mental Health (SEMH) Policy
- Child Protection and Safeguarding Policy
- Mental Health and Well-Being Policy
- Toileting and Intimate Care Policy
- Behaviour Policy
- Exclusion Policy

Definitions

In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision. The SEN Code of Practice (updated May 2015) says children 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 a 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 b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Identifying and assessing SEND for children or young people whose first language is not English requires particular care. Difficulties related solely to limitations in English as an additional language are not SEN.

For children aged two or more, 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 or maintained nursery schools.

Identification, assessment and support of pupils with SEND

The process for identifying and managing children with SEND SEN Code of Practice 0-25 (updated May 2015) identifies 4 broad categories of need:

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with ASD (Autism Spectrum Disorder) are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

These four broad areas provide an overview of the range of needs present in our school. Once a child's needs have been identified, the SENDCo/Class teacher, with parents and the child (if appropriate), decide upon the support to be provided and the action the school needs to take. The needs of the whole child will be taken into consideration during this process.

The following needs are NOT considered to be SEND but they may impact on a child's progress and attainment:

- Attendance and Punctuality
- Health and Welfare
- EAL
- Receiving a pupil premium allowance
- Being a looked after child
- Being a child of a serviceman/woman

These issues are monitored by the school for every child where relevant.

A graduated approach to SEND supports our SEND pupils and is based on a continuous cycle. This is a four-part cycle (assess-plan-do-review) through which earlier actions are revisited, refined and revised with a growing understanding of the pupils needs and of what supports the pupil in making good progress and securing good outcomes.

Identifying SEND

The school has a clear approach to identifying and responding to SEND. We recognise that early identification and effective provision improves long-term outcomes for the pupils.

Class teachers will conduct regular progress assessments for all pupils, with the aim of identifying pupils who are making less than expected progress. This will be characterised using the following stipulations:

- Progress is significantly slower than the class average, from the same baseline
- Progress does not match or better the pupil's previous rate of progress
- Progress fails to close the attainment gap within the class
- The attainment gap is widened by the plateauing of progress

Once a pupil has been identified as possibly having SEND they will be referred to the SENDCo by the class teacher in order to gauge their level of learning and possible difficulties (through the use of St Augustine's Academy's 'SEND Referral Form - appendix a).

The child's class teacher is responsible and accountable for the progress and development of all the pupils in their class (including where pupils access support from a teaching assistant). The teacher will take steps to provide adapted learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.

The SENDCo will be consulted for support and advice and may wish to observe the pupil in class.

The teacher and SENDCo will consider all the information gathered about the pupil's progress, alongside national data and expectations of progress. This will include high quality and accurate formative assessments.

Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.

Regular pupil progress meetings will be used to monitor and assess the progress being made by the child.

The pupil will be placed on the SENDCo 'monitoring list' for a period of time.

SEND Support

This recognises pupils who are identified as requiring additional and different help as well as the regular adapted curriculum. Under SEND Support the school puts SEND provision in place with reference to any external advice sought.

The SENDCo may make her own assessments through reviewing the evidence of identification supplied by the teacher.

The SENDCo and/or teacher will liaise with parents throughout this stage.

The SENDCo will decide, by using all the evidence gathered, whether the pupil will require a SEND Support Plan with individual targets or if intervention will be monitored.

All pupils identified as SEND will have a personal plan enabling their personal viewpoint about how they learn best to be collected and shared with all adults teaching them. This will be shared with parents.

The SENDCo will refer SEND pupils for any External Agency intervention required.

Support Plans and Provision Maps will be updated termly with parents and pupils being part of this cycle.

The SENDCo will monitor provision and interventions in place termly and SEND pupils will be discussed at every Pupil Achievement Reviews.

Request for an Education, Health and Care Plan

When a pupil's needs are more complex, and they need many different provisions over and above the needs of all pupils in their cohort then an EHCP may be applied for.

An education, health and care plan (EHCP) is a legally binding document that:

- describes all of the special education, health and care needs of the child or young person which relate to their disability
- sets out all of the extra help and support they will need to overcome barriers to learning
- identifies meaningful education and other outcomes they would like to achieve as they prepare for adult life.
- Parents, school and any external agencies involved work together to make the assessment.

The SENDCo is responsible for arranging the yearly reviews of EHCP's. All parties will be invited to produce assessments. Teachers are responsible for writing and reviewing half-termly personal plans, using the EHCP as guidance for these pupils

Inclusion of pupils with SEND

- The Headteacher and SENDCo are responsible for ensuring that inclusion is implemented effectively throughout the school.
- We aim to optimise opportunities for participation and achievement across all areas of school activity (social, curricular, physical) by:
- Providing a balanced curriculum for all pupils both in and outside of the classroom, including play and interaction at mealtimes and playtimes, and extending to additional activities before or after school, school day trips and residential visits
- Practicing teaching methods that suit the needs of individual pupils
- Promoting an inclusive culture throughout our school and encouraging social responsibility and understanding amongst all our pupils
- Ensuring our school building is accessible for all
- Creating an 'open door' environment where parents and pupils can voice any concerns by contacting the SENDCo by email

Continuous Professional Development (CPD) and External Agencies

The SENDCo is responsible for assessing and monitoring the needs of all staff in the school with relation to SEND. The SENDCo and staff may access external agencies to aid CPD and provision for SEND pupils

Working in partnership with parents

At St Augustine's Academy we believe working closely with parents is vital in order to ensure:

- Early and accurate identification and assessment of SEND leading to the correct intervention and provision
- Continuing social and academic progress of children with SEND
- Personal and academic outcomes are set and met effectively
- The importance of parental involvement is highlighted in the principles underpinning the Special Educational Needs and Disability Code of Practice 2014 (updated May 2015), which must have regard to:
 - The views, wishes and feelings of the child or young person, and the child's parents
 - The importance of the child or young person, and the child's parents, participating as fully as possible in decisions and being provided with the information and support necessary to enable participation in those decisions
 - The need to support the child or young person, and the child's parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood
- The school welcomes feedback from parents all year round and parents can make a confidential appointment to speak to any member of staff.
- Parents will be kept up to date with their child's progress through annual progress reports, during parent consultation meetings, informal conversations with staff and at SEND review meetings. Parents will always be able to speak to school staff privately about confidential issues. In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs.
- If an assessment or referral indicates that a pupil has additional learning needs this will always be discussed with the parents and the pupil (if appropriate).
- Inclusion on the school's SEND register and future provision will be agreed together.
- Parents will be invited to attend any meetings with external agencies regarding their child and will be encouraged to play a central part in discussions that are held regarding the provision for their child.
- The school's SEND Governor, may be contacted via the school office at any time in relation to SEND matters

Transition

Upon admitting new children with known SEND the SENDCo will contact the previous school/setting to collect information and request paperwork to be transferred and arrange a meeting with the parents.

If a child with SEND transfers to another primary school a member of the SEND team will contact the SENDCo at the receiving school to share information to aid a smooth transition.

Upon allocation of Secondary Schools for children with SEND the SENDCo will share information and hand over documents.

Roles and responsibilities

The governing board will be responsible for:

- Collaborating to ensure that policies meet the needs of the school community.
- Identifying, assessing and making provision for all pupils with SEND, whether or not they have an EHC plan.
- Securing the special educational provision called for by a pupil's SEND.
- Designating an appropriate member of staff to be the SENDCO and having responsibility for coordinating provision for pupils with SEND.
- Appointing a designated teacher for LAC, where appropriate.
- Making reasonable adjustments for pupils with disabilities to help alleviate any substantial disadvantage they experience because of their disability.
- Taking necessary steps to ensure that pupils with disabilities are not discriminated against, harassed or victimised.
- Preparing the arrangements for the admission of pupils with SEND and the facilities provided to enable access to the school for pupils with disabilities.
- Regularly monitoring the school's policies and procedures, to review their impact on pupils with SEND, including on their mental health and wellbeing.
- Preparing the accessibility plan, showing how the school intends to progressively improve access over time.
- Publishing annual information, setting out the measures and facilities to assist access for pupils with disabilities on the school's website.
- Publishing annual information about the arrangements for the admission of pupils with SEND, the steps taken to prevent pupils being treated less favourably than others, the facilities provided to assist pupils with SEND, and the school's accessibility plan on the school's website.
- Developing complaints procedures which, along with details about appealing to the SEND tribunal, will be made known to parents and pupils.
- Ensuring that suitable provision is made for full-time education from the sixth day of a fixed permanent exclusion of a pupil with SEND, in line with their EHC plan.
- Ensuring arrangements are in place to support pupils at school with medical conditions.
- Cooperating with the LA in drawing up and reviewing the Local Offer.
- Appointing a governor to oversee the school's arrangements for SEND.
- Preparing the SEND information report and publishing it on the website.

The headteacher will be responsible for:

- Ensuring that those who are teaching or working with pupils with SEND are aware of their needs and have arrangements in place to meet them.
- Ensuring that teachers monitor and review pupils' progress during the academic year.
- Cooperating with the LA during annual EHC plan reviews.
- Ensuring that the SENDCO has allocated time and resources to carry out their functions.

- Assisting the governing board in appointing a designated teacher for LAC, (who is the SENDCO) to ensure that the needs of the pupils are fully understood by relevant school staff.
- Regularly and carefully reviewing the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements.
- Ensuring that teachers understand the strategies to identify and support vulnerable pupils.
- Ensuring teachers have an established understanding of different types of SEND.
- Ensuring that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against pupils with SEND.
- Ensuring that pupils with SEND and their parents are actively supported in contributing to needs assessments, and developing and reviewing EHC plans.
- Establishing and maintaining a culture of high expectations and including pupils with SEND in all opportunities available to other pupils.
- Consulting health and social care professionals, pupils and parents to ensure the needs of children with medical conditions are effectively supported.
- Keeping parents and relevant teachers up-to-date with any changes or concerns involving pupils whilst maintaining regard for the school's GDPR Policy and Child Protection and Safeguarding Policy.
- Identifying any patterns in the identification of SEND within the school and comparing these with national data.
- Reporting to the governing board on the impact of SEND policies and procedures, including on pupils' mental health and wellbeing.
- Ensuring that the SENDCo is provided with training as required.

Our SENDCo (Justine Fourmy) is responsible for the co-ordination of specific provision made to support individual children with SEND.

The SENDCo also:

- Manages the day-to-day operation of this policy
- Co-ordinates for and manages the responses to children's special needs
- Supports and advises colleagues with helping assessment, planning, delivery and review when requested to do so
- Oversees all systems in place regarding special educational needs
- Acts as the link with parents
- Acts as a link with the Local Authority, external agencies and other support agencies
- Monitors and evaluates the special educational needs provision and reports to the Governing Body
- Manages a range of resources, human and material, to enable appropriate provision for children with special education needs
- Contributes to the professional development of staff

Roles & Responsibilities of the class teacher:

- Ensures that all children have access to high quality teaching and that the curriculum is adapted to meet the needs of individual children's needs (adaptation and scaffolding)
- Setting high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment.
- Being accountable for the progress and development of the pupils in their class.
- Checks on the progress of children, identifying, planning and delivering any additional help needed (e.g. targeted work, additional support, resources etc) and discussing these with the SENDCo.
- Writes and reviews targets for pupils on the SEND register who require support plans. Share these plans and targets with parents and pupils.
- Includes the provision of all SEND pupils on these plans and reviews this termly.
- Ensures that all members of staff working with SEND children in their class are aware of their individual needs and what specific adjustments need to be made. Makes this information available for any adult working in their class.
- Provide reports and assessments as required for support plans or Education Health and Care Plans (EHCP)
- Keeping the SENDCO, SLT and Family Support Worker up-to-date with any changes in behaviour, academic developments and causes of concern.

Children with specific circumstances

LAC

- Children at the school who are being accommodated, or who have been taken into care, by the LA are legally defined as being 'looked after' by the LA.
- The school recognises that children that are Looked After are more likely to be 'SEND', and it is likely that a significant proportion of them will have an EHC plan.
- The SENDCo is a designated member of staff for coordinating the support for LAC.

EAL

- The school gives particular care to the identification and assessment of the SEND of pupils whose first language is not English.
- It is necessary to consider the pupil within the context of their home, culture and community.
- Where there is uncertainty about an individual pupil, the school will make full use of any local sources of advice relevant to the ethnic group concerned, drawing on community liaison arrangements wherever they exist.
- The school appreciates having EAL is not equated to having learning difficulties. At the same time, when pupils with EAL make slow progress, it should not be assumed that their language status is the only reason; they may have learning difficulties.
- The school will look carefully at all aspects of a pupil's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of English that is used there or arise from SEND.

Admissions

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with an Education, Health and Care plan and those without. All SEND paperwork should be passed to the SEND team by the previous school or setting/parents as soon as possible. If the child is making a transition from another school, a meeting may be set up between the feeder school and the receiving school's SENDCo to aid the smooth transition of the pupil, and discuss arrangements to be made as well as any other important information relating to that child's needs. The school will do its best to ensure that the necessary provisions and preparations are made prior (where possible) to the start of the child's school year. The child will be closely monitored from the start of the new school year to ensure that all the appropriate provisions are in place

Funding

The school will allocate the appropriate amount of core per-pupil funding and notional SEND budget outlined in the Local Offer for the SEND provision of its pupils.

Personal budgets are allocated from the LA's high needs funding block; the school will continue to make SEND provision from its own budgets, even if a pupil has an EHC plan.

Local Offer

In developing and reviewing the Local Offer, the school will adopt the following approach:

- **Collaborative:** The school will work with LAs, parents and pupils in developing and reviewing the Local Offer. The school will also co-operate with those providing services.
- **Accessible:** The published Local Offer will be easy to understand, factual and jargon free. It is structured in a way that relates to pupils' and parents' needs (for example by broad age group or type of special educational provision). It will be well signposted and publicised.
- **Comprehensive:** Parents and pupils will know what support can be expected to be available across education, health and social care from age 0 to 25 and how to access it. The Local Offer will include eligibility criteria for services, where relevant, and make it clear where to go for information, advice and support, as well as how to make complaints about provision or appeal against decisions.
- **Up-to-date:** When parents and pupils access the Local Offer, it is important that the information is up-to-date.

Promoting mental health and wellbeing

- The school will implement a Health and Well-Being Policy.
- Through its Christian ethos, values, and Commando Joe, the school will promote character education and develop pupils' self-awareness, self-esteem, self-control, self-sufficiency, self-motivation and self-reflection.
- The curriculum for PSHE will focus on promoting pupils' resilience, confidence and ability to learn.

SEND tribunal

- All disagreements about an EHC plan will be attempted to be resolved as quickly as possible, without the pupil's education suffering.
- In all cases, the school's written complaints procedure will be followed, allowing for a complaint to be considered informally at first.
- Following a parent's serious complaint or disagreement about the SEND provisions being supplied to a pupil, the school will contact the LA immediately to seek disagreement resolution advice, regardless of whether an EHC plan is in place.
- Where necessary, the headteacher will make the relevant parties aware of the disagreement resolution service.
- Parents are made aware that Ofsted can consider complaints relating to whole school SEND early years provision, if the problem has not been resolved informally.
- The school will meet any request to attend a SEND tribunal and explain any departure from its duties and obligations under the 'SEND Code of Practice: 0 to 25 years'.
- Following the use of informal resolutions, the case will be heard in front of three people, who are independent of the management and running of the school.
- If disagreements are not resolved at a local level, the case will be referred to the ESFA.
- The school will fully cooperate with the LA by providing any evidence or information that is relevant.
- All staff involved in the care of the pupil will cooperate with parents, to provide the pupil with the highest standard of support and education.

Supporting successful preparation for adulthood

- The school will ensure that pupils are supported to make a smooth transition to whatever they will be doing next.
- The school will engage with secondary schools as necessary, to help plan for any transitions.
- The school will transfer all relevant information about pupils to any educational institution that they are transferring to.
- If it is in the best interest of the pupil, the school may commission alternative provision, in line with any EHC plans in place, for pupils who face barriers to participate in mainstream education.
- The school will take an active role in preparing pupils with SEND for their transition into adult life, preparing them to achieve their ambitions in terms of HE or employment, taking responsibility for their health, where they will live, their relationships, their finances, social integration and independence.

Data and record keeping

The school will:

- Include details of SEND, outcomes, action, agreed support, teaching strategies and the involvement of specialists, to monitor the progress, behaviour and development of all pupils.
- Maintain an accurate and up-to-date register of the provision made for pupils with SEND.
- Show all the provisions the school makes which is different or additional to that offered through the school curriculum on a provision map.

- The school keeps data on the levels and types of need within the school and makes this available to the LA.
- The SEND information report will be prepared by the governing board, and will be published on the school website; it will include all the information outlined in paragraphs 6.79 and 6.83 of the 'SEND Code of Practice: 0 to 25 years.
- All information will be kept in accordance with the school's GDPR Policy.

Resolving disagreements

- The school is committed to resolving disagreements between pupils and the school.
- In carrying out of duties, we:
- Support early resolution of disagreements at the local level.
- Explain the independent disagreement resolution arrangements in our Resolving Complaints Policy, which is available for disagreements across special educational provision, and health and care provision in relation to EHC plans and tribunals.
- The school's Resolving Complaints Policy is published on the school's website; additionally, the school will publish details regarding how complaints from parents of children with SEND will be handled.

Publishing information

- The school will publish information on our website about the implementation of the SEND Policy.
- The governing board will publish details of the SEND information report on the website.
- The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

Monitoring and review

- The policy is reviewed on an annual basis by the headteacher in conjunction with the governing board; any changes made to this policy will be communicated to all members of staff.
- All members of staff are required to familiarise themselves with this policy as part of their induction programme.

Appendix A

SEND Referral Form



Name of Child:

Year Group:

Date:

Referred by:

Current Progress/Attainment Data:

(Include teacher assessment data, summative assessment results, most recent statutory assessment results, etc.)

Reason for Referral:

(What is the pupil finding difficult/challenging? What have you observed? Have you discussed your concerns with their parent/carer?)

Current Support:

(What support is already in place to help the pupil? What impact is it having? What are the limitations?)

Strengths:

(What strengths does the child have? Academic or non-academic)

Possible Referral Outcome:

(What would you like to happen as a result of this referral? e.g. additional strategy suggestions, observation)

Next Steps: (to be completed by SENDCo):

(What actions are required?)

Please refer to, and reference, the CBC Graduated Approach when making this referral.

Identification of Need Process

Identifying the needs of a child is a collaborative process and happens over an agreed period. It is important that this does not happen on just one day or even one week, as it may not show the whole picture of the child.

