

Growing Together



St Augustine's Catholic Primary School

A Guide for Parents and Carers about arrangements
for children with Special Educational Needs

Our Mission Statement

GROWING TOGETHER

God is the heart of our school

Respect ourselves, each other and the environment

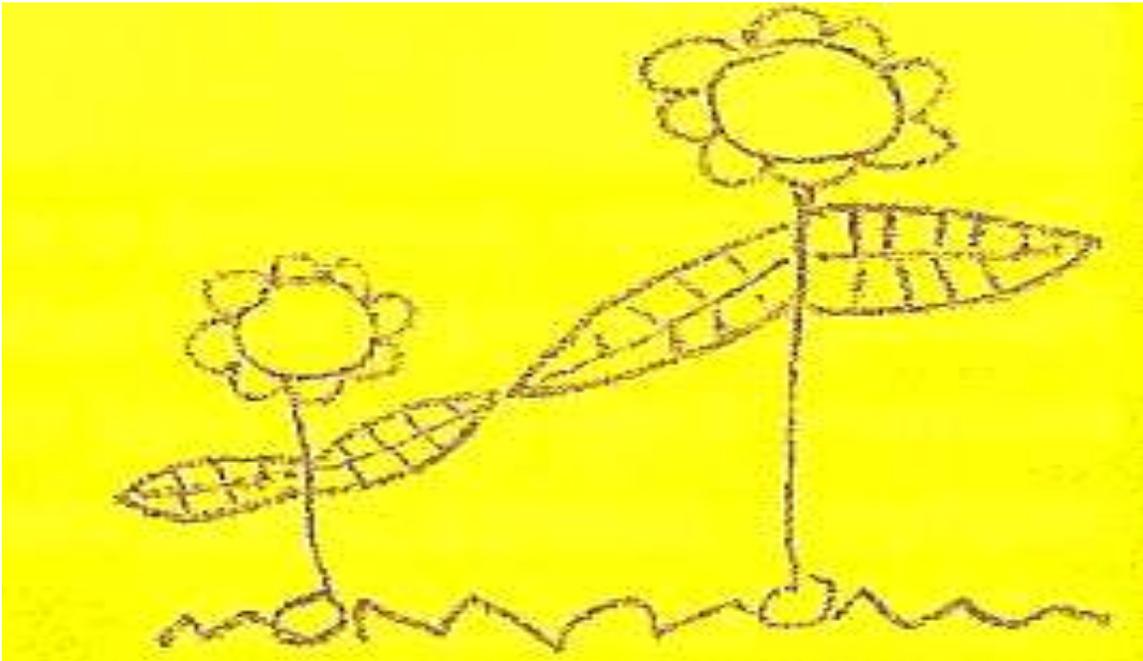
Open our hearts and minds

Worship and wonder

Inspire each other

Nurture the best a person can be

Grow and learn together



Growing Together at St Augustine's



At St Augustine's we recognise and value the unique contribution that every child is able to make to the life of the school. We are committed to caring for the 'whole' child and therefore we see their spiritual, physical, social, emotional and intellectual development as having equal importance.

We aim to provide opportunities for all children to experience success, and it is with pride that we see the children of St Augustine's respecting and encouraging each other's best efforts, at all levels of attainment.

All the teaching staff are teachers of children with Special Educational Needs (SEN). Provision for children with any additional needs, including those with SEN and/or disabilities, is the responsibility of the school as a whole.

The school also has a Special Educational Needs Co-ordinator (SENCO), Mrs Judith Taylor, who you can contact either via e-mail: senco@st-augustines.kent.sch.uk or by arranging an appointment through the school office.



We aim to work together with parents, as a team, to provide the best possible education for all children within our care.

Teaching and Learning at St Augustine's

All teachers assess children's learning regularly to make sure that all children are making progress at an appropriate rate. Any children who are identified as having difficulties with their classroom learning, speech and language skills, social skills, behaviour or sensory/physical development may receive additional support. Such support may include: inclusion in a catch-up programme for literacy or maths, small group or 1:1 teaching of particular skills, speech and language programmes, social skills support groups, in class support from a teaching assistant or peer buddying/support.



All additional support is monitored regularly and many children will receive some form of support during their time in school. Such support is often short term and does not necessarily indicate that a child has Special Educational Needs (SEN).

What are Special Educational Needs?



A child or young person has SEN if they have a learning difficulty or disability which calls for **significantly additional and different special educational provision** to be made for him or her.

A child has a learning difficulty 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 him or her from making use of facilities of a kind generally provided for others of the same age at St Augustine's school.

Children whose first language is not English do not necessarily have Special Educational Needs, although some of these children may have learning difficulties as well.

Many children will have Special Educational Needs of some kind, at some time during their education, for example, due to behaviour difficulties, changing family circumstances, a significantly uneven rate of progress or illness.

Definition of disability

Many children and young people who have SEN may also 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'. Long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial' *SEN Code of Practice (2014)*

What is the SEN Code of Practice?

The Special Educational Needs Code of Practice sets out a framework for school based support for Special Educational Needs that all schools and local authorities have to follow.

Stages of Support

There are different stages for helping children with Special Educational Needs depending on each child's needs.

If your child is doing well they may not need to go to the next stage. If their needs are severe or complex they may go straight to the assessment stage.

The stages are:

- SEN support (this used to be called early years/school action and action plus)
- Assessment
- Education, Health and Care plans (EHCPs). These have replaced statements of educational needs.

Who to talk to first

If you think your child is learning more slowly than they should please talk to the class teacher. They will tell you what they are doing to address your child's area of weakness.



If your child does not progress despite well-targetted teaching you and/or the teacher should talk to Mrs Taylor, the SENCO.

Mrs Taylor will talk to your child's teacher and look at your child's work, progress and behaviour. If they think your child has special needs they will tell you and talk about what action they plan on taking. This will include placing your child on the SEN register and producing an SEN support plan.

What is SEN support?

If your child has been identified as having S.E.N. you will be provided with a copy of their individual SEN support plan. This plan identifies your child's needs, the actions needed and the planned outcomes. However, if your child's needs are severe or complex they may go straight to the next step – formal assessment.

What SEN support may include

SEN support may include teaching differently or help from an extra adult. Sometimes, with your written permission your child may need to be referred to get help and/or advice from a specialist such as:

- Educational Psychologists,
- Specialist Teaching and Learning Service
- Child and adolescent mental health (CAMHS)
- Therapists such as occupational therapists, speech and language therapists, and physiotherapists.

Local Inclusion Forum Team (LIFT) meetings

The school may also need to get advice from the Local Inclusion Forum Team (LIFT) which includes other schools and specialists. They will look at the problems facing your child and discuss ways of helping them.

Reviewing the SEN support plan

Mrs Taylor will review the SEN support plan with you three times a year in order to see whether your child is progressing and if the amount of support needs to change. She will take into account you and your child's concerns, views, agreed outcomes and next steps. She will also ask you and your child for your views when reviewing the SEN support plan.



What is an Educational Healthcare Plan?

If the extra support your child is having is not helping or they have severe or complex needs they may need an education, health and care needs assessment.

Either you or the school can ask KCC for an assessment to be carried out. The school will tell you what this involves.

If KCC feels that your child's needs can't be met by the current school arrangements they will write an education, health and care (EHC) plan for your child. These used to be called statements of special educational needs.

If KCC decides not to write a plan they will explain why and how the child's needs should be met by the school.

Parents of children with Educational Health Care (E.H.C.) plans are also invited to a formal Annual Review meeting where the E.H.C. is revised. Where possible this meeting is also attended by outside agencies involved with the child.

What other support is available for parents?

The following organisations are available to support the parents of children with SEN:

- *Information, Advice and Support Kent (IASK) (formerly Kent Parent Partnership Service)*

Information, Advice and Support Kent (IASK) provides free, impartial, confidential, advice, support and options around educational issues for parents who have children with special educational needs or disabilities (0-19). They enable parents to play an active and informed role in their child's education.

Contact Details

HELPLINE: 03000 41 3000

Office: 03000 412 412

E-mail: iask@kent.gov.uk

WEBSITE: <http://www.kent.gov.uk/iask>

- *Kent Parent Carer Forum*

This is for Parents/Carers of children with SEN and Disabilities, to listen to their views and then help them to influence change. They can be contacted on <http://www.kpcf.co.uk>

- *M4S (Maidstone **S**pecial **N**eed**S** **S**upport **S**ervice)*

This a parent driven charity, whose aim is to support disabled children and young people and those with additional needs to have the same life opportunities as their non-disabled peers, both educationally and socially and for their parents and families to feel supported, empowered and valued. They can provide independent support to parents and can be contacted on www.m4s.org.uk

- *SPACE charity*

This is independently run by a team of trustees most of whom are the parents or carers of disabled children or young people who support children and their families across South West Kent (Sevenoaks, Tonbridge, Tunbridge Wells, Cranbrook and surrounding areas). They can be contacted on <http://www.spacecharity.org>

