

SEN Information Report

St Augustine's Catholic Primary School is an inclusive school. We have high expectations for all children in all areas of the curriculum, regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs.

This booklet is intended to give you information regarding the ways in which we ensure we support all our pupils, including those with SEND. It is here to give you an insight into our provision. However it does not necessarily list every skill, resource and technique we employ because these are continually developed and modified to meet the changing requirements for individuals.

What does St Augustine's offer EVERY child?

- High quality teaching: highly focused lesson design with sharp objectives; high demands of pupil involvement and engagement with their learning; high levels of interaction for all pupils; appropriate use of teacher questioning, modelling and explaining; an emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups; an expectation that pupils will accept responsibility for their own learning and work independently; regular use of encouragement and authentic praise to engage and motivate pupils
- Experienced, well trained teachers and teaching staff, TAs and HLTAs
- Two Designated Safeguarding Lead personnel
- Close relationships with parents typified in our 'Home School Agreement' (available on our website)
- A proactive and effective Governing Body who hold the school to account and monitor progress of all groups of learners
- Visual aids e.g. visual timetables
- Practical resources e.g. word mats, number squares and lines
- Supportive Literacy Environment e.g. displays of phonemes and tricky words, writing frames, grammar, interactive displays etc
- Extensive grounds for both sporting activities and environmental study
- A creative focus on our curriculum
- A well-stocked and inviting library which is used regularly
- A high standard of computing provision with a specialist manager, dedicated Computing Suite and a bank of tablets
- Online digital content for home and school
- A well-resourced cookery and art area
- Extra-Curricular opportunities during and outside the school day
- Regular Home Learning to practice skills with increasing independence

How are the staff at St Augustine's helped to work with children with SEND?

- SENDCO available in school—in school support. (Both informally and through staff meetings/training days)
- Whole staff expertise—teachers, teaching assistants and one HLTA who provides targeted interventions
- Specialist school liaison, visits, reports, advice and training for all staff
- Close links with parents/home school liaison

How does St Augustine's measure the progress of my child?

- Staff carry out daily lesson evaluations
- Regular tracking/Pupil Progress meetings termly
- Formal assessment tests
- Formal Baseline set in Early Years by half term
- End of Key Stage targets to measure individual progress termly
- Home/school communication
- Bi-annual report information
- Outside agency assessment results
- Setting individual targets shared with parents

How does St Augustine's support my child through transition?

- Parent transition meeting
- Pupil transition days
- **If appropriate**, extra visits set up to new school/class
- **If appropriate**, booklet /film explaining changes for summer holiday ref
- Parent/school staff/new school SENDCO meeting—open communication

How can I let the school know that I am concerned about my child's progress in school?

- Teachers available for an informal chat before and after school
- Arrange meeting with class teacher/SENDCO/Head Teacher
- Email admin
- Reply to bi-annual reports
- Parent/teacher termly meetings
- Reply to the parent questionnaire

Who are the other people who are involved in providing services to children with SEND at St Augustine's?

- Head teacher-Lesley Ritchie
- SENDCO—Helen Scott
- Higher level teaching assistant—Deborah Mays
- Specialist advice from other providers and assessment
- Educational Psychologist—Dr Sarah Green
- Speech and Language department
- CAMHS—Orchard House
- Occupational therapy/Physiotherapy—local authority service
- Access to charity groups i.e bereavement counselling

At St Augustine's, who are the best people to talk to about my child's difficulties with learning/Special Educational Needs or Disability (SEND)?

- Class Teacher
- Special Educational Needs Coordinator (SENDCO)-Helen Scott
- Head Teacher- Lesley Ritchie

What does St Augustine's offer to pupils with additional needs?

Your child's needs may fall into one or more of the following categories:

- **Communication and Interaction** –Autistic Spectrum Disorders and speech, language and communication needs.
- **Cognition and Learning** –moderate learning needs and severe difficulties.
- **Social, Emotional and Mental Health Difficulties** –social needs, emotional health, well-being difficulties.
- **Sensory and/or Physical Needs** - Hearing Impairment, visual impairment, sensory impairment and physical disability.

For children who fall into one of these four categories, St Augustine's provides:

- A SENDCO
- A whole school SEND Policy—updated October 2016
- Staff First Aiders/Paediatric First Aider
- Child friendly and needs based plans with SMART targets
- Differentiated lesson planning to address identified needs
- Small group support
- One to one support if appropriate
- Visual timetables
- Liaison with outside agencies- advice and guidance sought and implemented to respond to pupils with significant needs—i.e understand significant medical needs/medicine administration.
- Sensory resources
- Social Story Groups
- Appropriate computing programs and resources
- A named SEND Governor—Jen Hill—to whom we report regularly
- Regular Pupil Progress Meetings to review progress and plan next steps
- Accessibility plan.
- Disabled access/facilities
- Regular intervention with appropriate support packages such as TOE by TOE and the NESSY spelling package

At St Augustine's we also support children who have a need that is 'additional to and different from' the needs of other pupils: e.g. pupils with an additional language (EAL); children in care (LAC); children adopted from care; traveller pupils; refugee and asylum seekers; minority ethnic and faith groups; young carers; pupils at risk of exclusion; children from Service families.

For these children, St Augustine's provides:

- A school ethos that values all pupils and their diverse abilities are equally celebrated
- A SENCO
- A whole school SEND Policy and behaviour Policy—updated October 2016
- A named SEND Governor, Jen Hill, to whom we report regularly
- Liaison with outside agencies i.e School Health/nurse
- Staff First Aiders/Paediatric First Aider.
- Child friendly and needs based plans with SMART targets
- Regular Pupil Progress Meetings to review progress and plan next steps
- A clear system to regulate behaviour
- Differentiated lesson planning to address identified needs
- Small group support/One to one support if appropriate
- Visual timetables
- Social Story Groups
- Appropriate computing programs and resources

- Outdoor provision areas.
- Sharing of language/environment
- Specialist resources
- Referrals for EHC plan (SEND Leader)
- We have arrangements to apply for top up funding for high needs as appropriate (SEND Leader)
- Transitional resources/arrangements—between key stages/schools
- Risk assessments effectively ensure that action is taken to increase the safety and inclusion of all pupils in all activities
- Pupil voice—School Council representatives from all classes encourage a greater level of involvement in school life