

St Augustine's Catholic Primary School



SEN Information Report

"We live, love and learn together in the light of the life of Christ"

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Table of Contents

Introduction.....	3
What is the purpose of this document?	3
What kind of additional needs are provided for at St Augustine’s?.....	3
How does the school know if children need extra help and what should I do if I think my child may have special educational needs?	4
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)?	4
Who else is involved in providing services to children with SEND at St Augustine’s?	5
How will the school staff support my child?	5
How are the staff at St Augustine’s helped to work with children with SEND?	6
How will the curriculum be matched to my child’s needs?	7
What support will there be for my child’s overall well-being?.....	7
How does St Augustine’s support my child through transition to their next school?.....	8
How will my child be included in activities outside the classroom including school trips? ..	8
How accessible is the school environment?	8
How are the school’s resources allocated and matched to children’s special educational needs?	8
How is the decision made about what type and how much support my child will receive? ..	9
How are parents involved in the school? How can I be involved?	9
Who can I contact for further information or if I have any concerns/a complaint?	9

Introduction

The Children and Families Bill (2014) requires Local Authorities and schools to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is called the 'Local Offer'. The intention of the Local Offer is to improve choice and transparency for families. It is also an important resource for parents in understanding the range of services and provision in the local area.

Warwickshire's Local Offer can be found at: <https://www.warwickshire.gov.uk/send>

Warwickshire SENDIAS provides advice, information and support on all matters relating to special educational needs and disabilities (SEND). Further information can be found at: <https://www.warwickshire.gov.uk/blog/archives/alerts/wsendias>

What is the purpose of this document?

The document below sets out the provision, support and resources available for children with disabilities and SEN at St Augustine's Catholic Primary School. 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 individual pupils.

At St Augustine's School we believe that everyone is created in the image of God and should be valued and respected. As a fully inclusive school, we welcome all children, with their individual strengths and needs and strive to help them to maximum progress in their spiritual, moral, emotional and academic development.

What kind of additional needs are provided for at St Augustine's?

Every child at our school receives:

- 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

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).

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.

How does the school know if children need extra help and what should I do if I think my child may have special educational needs?

If parents have concerns about the progress or attainment of their child they are encouraged in the first instance to speak to their child's class teacher to discuss their concerns, who will then liaise with our Special Educational Needs Coordinator (SENCO) as appropriate. Parents may also contact the SENCO or the Headteacher directly if they feel this is more appropriate.

Other ways to contact the school are:

- Email admin
- Reply to bi-annual reports
- Parent/teacher termly meetings
- Reply to the parent questionnaire

The progress of all pupils is monitored regularly by class teachers and discussed during termly at Pupil Progress Meetings with a member of the Senior Leadership Team. When a pupil is not making expected progress in a particular area of learning the school can quickly identify the need for additional support. This will be discussed with parents and the pupil concerned.

Staff are highly trained and vigilant at supporting and raising concerns if they think a child has special educational needs or difficulties.

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

Who else is involved in providing services to children with SEND at St Augustine's?

- Head teacher-Lesley Ritchie
- SENDCO—Helen Scott
- Higher level teaching assistant (HLTA)—Debbie Mays
- Specialist advice from other providers and assessment
- Educational Psychologist—Dr Sarah Healey
- Speech and Language department
- Child and Adolescent Mental Health Services (CAMHS)
- Occupational therapy/Physiotherapy—local authority service
- Access to charity groups i.e. bereavement counselling

Further to this there are:

- Three Designated Safeguarding Lead personnel
- First aiders
- 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. a 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 will the school staff support my child?

Sometimes children require more support than this universal provision. These children receive specific small group work. Small groups may be taught inside or

outside the classroom. They may be taught by a teacher or a teaching assistant who has had training to lead these groups.

The SENCO liaises with the class teacher to decide upon appropriate provision which is carefully matched to the child's needs and mapped on the whole school provision mapping.

Where a pupil is identified as having SEN, discussions are held with parents and the child. Information is gathered about a child's strengths and difficulties. An individual education plan is drawn up which sets out desired outcomes. Support will take the form of a four part cycle - Assess, Plan, Do, Review, known as the graduated approach.

- Assess – Data about a pupil will be used to carry out a clear analysis of the pupil's needs. Parents will be invited to this early discussion to support the identification of action to improve outcomes.
- Plan – The teacher and the SENCO will agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place. This will be outlined in the individual education plan.
- Do – interventions are carried out with continual evaluation and links with classroom teaching.
- Review – regular review of a child's progress will take place. Review will evaluate the impact and quality of support and take into account the views of children and parents.

As a result of the review process a decision will be made about involving outside agencies. The decision to involve specialists will be taken with the child's parents.

This is carried out in line with a whole school SEND policy and supported by a named SEND Governor—Jennifer Hill—to whom we report regularly.

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

The SENCO is available in school as in school support for all staff, both informally and through staff meetings/training days. Staff are encouraged to talk to Miss Scott, Mrs Ritchie or Mrs Mays if they have any concerns or queries relating to children and their needs.

All staff have training to address the needs of the children they teach. This may be whole school training or ad-hoc if a specific need arises.

Our HLTA, Debbie Mays has received extensive training to provide targeted interventions individually and to small groups.

We work hard to achieve close links with families/carers through home-school liaison, allowing both parties to stay updated and provide the best care for the pupil.

How will the curriculum be matched to my child's needs?

Differentiation is embedded in our curriculum and practice. We have a tailored personalised curriculum so that the needs of all learners are met.

All our teachers are clear on the expectations of universal provision and this is monitored by the Senior Leadership team.

All teachers are provided with information on the needs of individual pupils so that they ensure the child is able to access the learning and make progress in the classroom e.g. children who find it difficult to record written work will have access to other ways of recording, for example access to the computer, mind mapping, etc.

The SENCO meets with class teachers, teaching assistants and the HLTA when appropriate to discuss personalised approaches.

The SENCO/external specialists provide training to teachers and support teaching assistants to equip them with a range of strategies to support a variety of learners.

What support will there be for my child's overall well-being?

All pupils are supported with their social and emotional development throughout the school day, through curriculum activities. Personal, Social and Health Education (PSHE) and Social and Emotional Aspects of Learning (SEAL) are integral to our curriculum.

Our Behaviour Policy, which includes guidance on expectations, rewards and sanctions, is fully understood and in place by all staff.

We regularly monitor attendance, support pupils returning to school after absence and take the necessary actions to prevent prolonged unauthorised absence.

Relevant staff are trained to support medical needs and in some cases all staff receive training. Key staff are trained in first aid.

Pupils' views are sought through the school council and other forums like pupil questionnaires.

Nurture style groups are available for pupils across the school (Lego, Pets as Therapy). There is an emphasis on working together and children are often invited in order to develop their social skills.

Small group evidence-led interventions such as 'Time to Talk' are delivered to targeted pupils and groups to support pupil's well-being.

Pupils have access to a 'chill out zone' - a calm, relaxing and safe space which provides for the needs of children with sensory and emotional needs

The school participates in the Local Authority Health Related Behaviour Questionnaire and information from the results of this help to improve support for children.

How does St Augustine's support my child through transition to their next school?

- 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 reference
- Parent/school staff/new school SENDCO meeting—open communication

How will my child be included in activities outside the classroom including school trips?

We want all our children to have access to the same opportunities. We arrange extra provision for children who need additional support on school trips, including residential trips.

Where there are concerns for safety and access, we complete a risk assessment in to ensure the child's needs are fully met. If appropriate parents are consulted and involved in planning.

How accessible is the school environment?

Our Accessibility plan shows that a child with SEND can participate fully in the classroom, in the school curriculum and at all times in all parts of the building.

We ensure that disabled pupils are supported to achieve through the provision of appropriate support as required.

We ensure all extra-curricular activities are accessible to children with SEND. When necessary, we adapt trips/activities through the completion of a detailed risk assessment.

How are the school's resources allocated and matched to children's special educational needs?

Our finances are monitored regularly and we utilise resources to support the strategic aims of our setting as well as individual learner needs.

Where a need is identified, we allocate additional resources to that area to ensure that a child's needs are met.

We invest in research-based interventions which are evaluated for their effectiveness.

How is the decision made about what type and how much support my child will receive?

Quality First Inclusive Practise is clearly defined in our setting and we expect all staff to deliver this. The SENCO decides in consultation with staff about what additional appropriate provision to put in place.

All interventions are monitored for impact and outcomes are defined at the start of any intervention.

The SENCO oversees all additional support throughout the school. The SENCO meets with the SEN Governor to update them on the impact of intervention throughout the school on a termly basis.

How are parents involved in the school? How can I be involved?

We work in partnership with parents to support each child's well-being, learning needs, progress and aspirations. Our open door policy means that parents are welcome to make an appointment and meet with the class teacher and/or SENCO at any time.

Parents are invited to contribute to school-life through a number of means e.g. Parents Association, Volunteer helping and ongoing invitations to school events throughout the year.

Our Governing Body include Parent Governors/representatives.

Who can I contact for further information or if I have any concerns/a complaint?

Parents who are unhappy about any issues regarding the school's response to meeting the needs of their child are asked to follow the schools complaint procedures.

A copy of St Augustine's Complaints Policy is available from the school office or from the website.