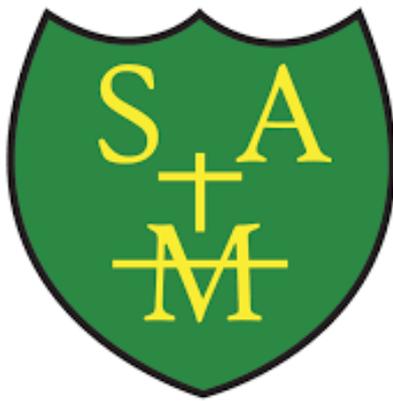


St Augustine's Catholic Primary School

SEND Information Report and contribution to LA SEND Local Offer



SENCo: Mrs Sarah Coates

Reviewed: June 2022

Next review: June 2023.

I have come so that they may have life, and life to the full.

John 10:10

St Augustine's aims to offer children an educational experience where staff will strive to identify and remove barriers to learning and create an environment in which every child is encouraged to reach their potential and ensure quality, access and achievement for all.

At St Augustine's Primary School we strive to be an inclusive school. Inclusion is central in the Catholic ethos and values of the school – a philosophy, which covers every child's rights and entitlement to the very best experiences education can offer.

Our school aims to encourage all children to see Christ in themselves and others in a caring environment which allows them the opportunities to develop to their full potential.

Our Core Offer

Commitment

We aim to support the needs of pupils with Special Educational Needs and/or Disabilities. With the help of the Local Authority, we are committed to ensuring that we do our very best to ensure that all pupils, regardless of their specific needs, make the best possible progress in our school.

We aim to be as inclusive as possible, with the needs of pupils with Special Educational Needs and/or Disabilities being met in a mainstream setting wherever possible, if families wish this to happen. We are committed to ensuring that all students are able to participate and achieve in every aspect of school life.

We are committed to children with SEND being included in activities both inside and outside the classroom. We expect all students to be able to participate and achieve in every aspect of school life.

Our Equality Policy Statement can be accessed from the school website.

We are committed to keeping all children, including those with Special Educational Needs and/or Disabilities (SEND), safe from bullying or any kind of discrimination.

We have a robust system of financial management helps to ensure that school is able to show the level of spend on children identified as having SEND. We will refer to LA guidance and criteria in order to set support at the appropriate level and will involve you fully when decisions are being made.

Making Progress Together

It is the responsibility of the class teacher for the progress of each and every child within their classroom, across a broad and balanced curriculum.

At St Augustine's we aim to secure the highest achievement attainable and optimum progress for each child.

Teachers are responsible for the progress of ALL pupils in their class.

High quality teaching is personalised to need, which is the first step in supporting pupils who may have SEND.

All children are challenged to be the best that they can be.

All children are known well by the all the teaching and support staff within school.

They develop strong, nurturing relationships with the children they work with every day.

Having a Voice

Your child can express their views in several ways, including via the School Council or directly to school staff. The role of the School Council Representatives is to ensure that all pupils have a voice in school.

Children can additionally always speak directly to Class Teachers or TA's within St Augustine's whenever they desire or need to.

Extra-Curricular

We run a wide range of fully inclusive extra curricular clubs throughout the year that provide opportunities for children of all ages to participate in a range of activities.

Thought is given to all activities to ensure that they can be made available to all children, whatever their additional needs or starting points.

Staff and Governors

All teachers have Qualified Teacher Status (QTS) and teaching assistants have a minimum of a Level 2 qualification.

TA's have a wealth of experience and specialist services outside of school are accessed when the need arises.

Two members of staff are also ELSA Trained (Emotional Literacy Support Assistant).

Our Special Educational Needs Coordinator (SENCo) – Mrs Coates - commenced the role in September 2021. She successfully completed the NASENCO through The University of Sunderland in September 2019.

Our Governor with special responsibility for SEND is Mrs Sarah Daley. She works with our SENCo to ensure that our work is effective in support of pupil progress. Mrs Daley has a vast wealth of knowledge and experience.

Additional Staff Training

Training and / or qualifications of our staff cover the following areas:

- First Aid including Paediatric First Aid.
- Administration of medication
- Use of epi-pens
- Chronic medical conditions relevant to pupils currently on role
- Phonics programmes: Sounds Write
- Accelerated Reader Training
- Catch Up Numeracy Training
- ASD Lead Training
- Support for children who have social, emotional or mental health needs through the trained ELSAs.
- SENCo has completed NASENCO with a project focus on ASD.
- Termly SEND Update training for SENCo from the Local Authority's SEND Team
- Mental Health Lead 2 day Training.
- We manage medical needs by working closely with parents and healthcare professionals. We listen to and act on their advice, providing staff training when needed. 'Supporting Children with Medical Needs' Guidance, 2014, informs our practice

Assessment – Identifying SEND

A pupil has SEND where their learning difficulty or disability calls for special educational provision to be made, beyond that normally available to children of the same age.

Section 6.15 of the Code of Practice gives more detail.

<https://www.gov.uk/government/publications/send-code-ofpractice-0-to-25>

Pupils with additional needs are identified in a number of ways including communication with parents/carers and close analysis of current and prior attainment data.

We will involve you and your child in exploring possible barriers to learning together.

We will draw up a Learner Profile and Support Plan, with input from your child (at an age appropriate level) and from yourself.

The Learner Profile is a document which pulls together key information and strategies that can help us all to provide consistent, effective support for your child's personal, any external agency involvement, appropriate background history and academic progress. It forms a key part of child's Support Plan. These are reviewed half termly.

We follow the Department for Education model, "Assess, Plan, Do, Review" and your input will be invited at each stage.

For further support, you can contact the Local Authority Parent Partnership Officer on 01325 388618

or www.darlington.gov.uk/Children/SEN/Parent+Partnership/Parent+Partnership.htm

or email parent.partnership@darlington.gov.uk

For additional information, please see details of Darlington's full Local Offer of SEND support at: <https://www.darlington.gov.uk/education-and-learning/darlington-special-educational-needs-service/>

In rare cases, we may apply to the LA for an Education, Health and Care Plan (EHCP) to be considered as part of the assessment process. These Plans are used when a child's needs are more substantial, persistent, complex and likely to require input from a range of outside agencies. This will often include input from social care and/or paediatric health services. You and (importantly) your child's views, along with school based evidence, will always form an important part of this type of assessment.

Children who are in the care of the Local Authority have a Personal Education Plan (PEP) with clear targets and actions which reflect the child's needs and provide a continuous record of their achievements.

The steps taken for all children requiring additional support are reflected in the graduated approach as set out in the SEND Code of Practice: 0-25 years (2014): www.gov.uk/government/publications/send-code-of-practice-0-to-25

If a pupil has received support in a previous setting, discussion with parents/carers, pupil, staff from the prior setting and the class teacher/school SENCo can help to inform provision.

If you are concerned that your child might have SEND, please contact the Head Teacher or School SENCo via the office.

As you know your child best, we would appreciate sharing relevant information at the earliest opportunity. We would include your child in this process so they are fully involved from the outset.

External Support

Where necessary, and with your full consent, we will approach outside services for advice to strengthen the provision offered to your child.

We routinely ask for the professional help, advice and guidance from external support specialists whenever this is needed, in agreement and close consultation with yourselves.

We encourage you to get involved in your child's additional provision.

We believe that best outcomes are achieved when there is a consistent home-school approach being taken, wherever possible, alongside the recommendations.

Examples of external support include:

- Educational Psychologist
- CAMHS – Children and Adolescent Mental Health Services
- Speech and Language Therapists
- Paediatric Occupational Therapists
- Paediatric Physiotherapists
- Local Authority (LA) advisory staff for children who experience hearing or visual impairment
- Local Authority SEND Team for general advice

- School Nurse/Health Visitors/Dental Health
- Daisy Chain - ASD support
- Local Outreach provision

Some children might need special arrangements to enable them to access statutory assessments at the end of each Key Stage. The Head Teacher and SENCo manage this work in line with the annual arrangements published.

Planning

All teachers are teachers of pupils with SEND. We work closely with outside agencies to ensure our staff are trained appropriately in order to equip them with suitable strategies and approaches to help them to meet a wide range of learning needs.

SENCo leads training to support staff including the creation of Quality First Teaching strategies they can implement within their classroom.

Teaching Assistants are deployed throughout school where they can best serve pupils' needs in close collaboration with class teachers and the school SENCo.

We start from the position that each child in our school family is unique, valued and special and we promote the self worth of each by giving love, recognition, praise, understanding and the opportunities to succeed.

Each child will be encouraged to grow, in the fullest sense, and develop his or her human potential by participating fully, as far as he or she is able, in the life of the school.

Information about a pupil's SEND is securely shared with all staff working with the child and we are currently reviewing our information sharing process in the light of the recent SEND reforms (in accordance with the Data protection Act 2018).

We discuss specific concerns with parents/carers and pupils in order to more fully understand pupils' needs and to aid in the provision of personalised support.

Teaching and learning approaches are modified in order to support the needs of all learners and we comply with expectations set within equality and disability law.

For more information please refer to the Equality Act 2010 at:
www.legislation.gov.uk/equality-act-2010-guidance

Doing - Provision

All teachers have high expectations for the pupils in their care.

Your child's class teacher takes individual needs of children into account when planning.

Differentiation and the deployment of support staff ensure all children are able to access the curriculum and ensures that they can all experience success and challenge in their learning.

Teaching builds on what your child already knows, can do and can understand.

Teachers routinely differentiate activities, approaches and ways of presenting information, so that children are fully involved in their own learning, whatever their additional needs.

Your child's class teacher or SENCo will keep you up to date with how well your child is working towards their agreed learning outcomes. This is achieved through regular planned meetings and your own views and feedback are welcomed.

Where appropriate, additional time will be devoted to drawing up specific strategies in partnership with your child and with yourselves, to support progress

We assess and evaluate the provision arranged for your child by reviewing your child's progress against agreed individualised targets and this is then used to inform future planning and target setting.

Your child's teacher will have carefully checked on your child's progress and may decide that gaps in their understanding/learning require some temporary extra support to help them make the best possible progress. All children in school may access this as part of normal classroom practice

'Additional' or 'different' provision is additionally delivered in a range of ways, including through provision of additional specialist resources, the support of an additional member of staff within the whole class setting or regular 1:1 or small group support.

Your child's teacher will manage / guide any relevant interventions, which will be reflected in lesson planning.

A wide range of interventions are available for all children to assist them to make up any lost ground and to ensure that their voice is heard.

Reviewing Progress

Data is closely monitored and reviewed by the class teacher, SENCo and school leadership team to ensure that your child's provision is having a positive impact on outcomes.

Progress of children with SEND is reviewed regularly.

You will be invited to parents' meetings to discuss your child's progress and review the impact of the most recent strategies to be put into place.

Wherever possible we involve the children in reviewing their own provision. Their experience of support, their personal motivators and individual learning style will be taken into account, along with your own views, to help refine the actions we take to support progress

If good progress is still not being made, despite all steps taken, we move to the next step of the graduated approach put forward within the 0-25 Special Educational Needs and Disability Code of Practice

www.gov.uk/government/publications/send-code-of-practice-0-to-25

We fully encourage parental support to discuss progress and recommendations on how children's learning can be supported at home.

Additional time is allocated to ensure that sufficient focus can be given both by staff and by yourselves to help support progress

Parents of a child with an Education Health Care (EHC) plans are invited to attend the

SEND Policy

The School's SEND policy is a detailed document, which embodies the high standards of support for children with SEND shared across Carmel Education Trust.

Our SEND Policy is written with the principles of the new SEND 0-25 years: Code of Practice (2014) at its heart.

In this Information Report, we are setting out the information that is most important when looking at a school's approach to SEN.

We have written it in such a way as to make it useful as our contribution to the Local Authority's SEND Local Offer.

The document that you are reading now is linked to the Local Authority's full Local Offer.

Meeting Identified Needs: The Four Primary Areas of SEND

There are four broad areas of need defined within the Code of Practice. Some children have needs that fall within more than one of these areas. Staff will be happy to discuss the following areas with you, when we are assessing and determining any needs that your child may have:

- Communication and Interaction (ASD and SLCN)
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

Additional Support

Cognition and Learning

- High quality teaching, differentiated for individuals including careful deployment of support staff within lessons
- Training for staff.
- Needs of pupils known by all staff.
- Differentiated materials including coloured background and overlays, use of picture and word banks, visual clues to learning etc.

- Developmental support for short and long term memory through a range of specific strategies.
- Regular, individually focused intervention and flexible groupings
- Support staff deployed to encourage engagement
- Range of teaching and learning strategies.
- Increased, time-limited access to clearly focused small group support, managed by the Class Teacher and supported by SENCo
- Practical aids for learning eg table squares, time/number lines, pictures, photos, accessible, age-appropriate reading material, coloured overlays or coloured tracking guides, numicon
- Frequent repetition and consolidation opportunities, linking with yourselves via your Class Teacher to support additional practice at home
- Use of teaching assistants to scribe work for pupils
- Increased use of ICT and technology
- Access to advice and support from specialist staff.
- Access arrangements to assessments including scribe, readers and adapted texts.
- Support from outside agencies e.g. Educational Psychologist which form part of Individual Support Plan

Communication and Interaction

- Clarifying need on entry/ Identifying need.
- Increased use of ICT and access to technology
- Enhanced access to additional aids and visual learning approaches
- Mentoring and/or buddy systems for play and lunch times.
- Modifications to lunch and/or break times
- Conscious reduction of ‘teacher talk’
- Social skills training involving support staff and small group work.
- Support in the classroom and at break times.
- Explicit teaching of generalising skills from one context to another
- Careful planning of transitions Speech and language support from outside agency and delivery of suggested programmes by staff in school.
- Flexible approaches to timetable

- Referral to Speech and Language Therapy Services for additional targeted support with Staff experienced in support for the development of speech and language skills, under the guidance of the NHS Speech and Language Therapy Service
- Small group or individual work to support development of relationships and grief counselling.
- Access to small group and/or individualised interventions to develop skills in communication, interaction, emotional awareness, self-care, flexible thinking

Social, Emotional and Mental Health Needs

- Deployment of teaching assistants and lunchtime staff to support needs of the individual.
- Support is available for students who might have social or emotional concerns through our ELSA's. Staff will inform the school SENCo or Head Teacher of any concerns that they might have. Support is offered to children who might benefit from additional support and following parental consent, pupils attend by invitation.
- Access to time out/individual work area/mindfulness interventions
- Access to specially designed games for the support of turn-taking operative behaviour skills for example lego therapy
- Monitoring of behaviour via whole school behaviour management system.
- Whole school reward system to promote behaviour for learning.
- Use of individual reward system tailored to interests of child
- Working with outside agencies to promote safe behaviours.
- Social skills support including group work with support staff to support development of friendships.
- Educational Psychologist/ CAMHS as appropriate.
- Early Help Assessments accessed via our SENCO, to secure multi-agency targeted support, as appropriate
- Individual support within lessons through differentiation of tasks or deployment of support staff.
- Whole school themed activities to promote inclusion of all pupils

Sensory and / or Medical Needs

- Adapted curriculum to enable full access e.g. alternative recording devices, modified PE curriculum
- Access to Sensory Support services for advice on planning for students with a visual or hearing impairment.
- Teachers will be made aware of the implications of physical and sensory impairments and adapt lessons accordingly.
- Physical aids to support access e.g. wheelchair, walking frame, hearing aids, large print materials
- Use of alternative coloured paper/ background on white boards, coloured overlays etc. if appropriate
- Liaison with outside agencies for specific equipment to aid access to the curriculum.
- Provision of specialist ICT equipment.
- Occupational Therapist/ Physiotherapist targeted programmes.
- Concrete apparatus available to support learning
- Access to support for personal care
- Enhanced levels of individual supervision within class and during unstructured times, eg when using play equipment in the outdoor area
- Medical needs are supported in line with the following document:
‘Supporting Children with Medical Conditions,’ DfE 2014, which can be viewed at:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/306952/Statutory_guidance_on_supporting_pupils_at_school_with_medical_conditions.pdf

Moving Up, Moving On ...

We recognise that some students need more support at transition points, such as when moving between Key Stages or when moving to a new school setting.

At such times we offer personalised transition programmes to support individual SEND children.

We strive to provide continuity of support and reduce your child's potential anxiety by working closely with staff in the next Key Stage/school.

We work closely with other agencies in order to provide an enhanced transition for children moving to Key Stage 3. This includes individual transition plans which provide opportunities for additional visits to a new setting.

SEND Transition meetings take place prior to the start of the next academic year to ease the transition process.

Evaluation of Impact

All children within school who have EHC Plans have made good progress since their last annual review.

Improved access to the curriculum for all children with SEND, through carefully planned long and short term interventions, adaptations to the curriculum and additional support

Improved and sustained positive relationships with our parents, who continue to work in partnership with us to develop effective support plans and review progress

More robust systems for accurate identification of pupils who have SEND

Faster referrals to own Educational Psychologist positively impacts on pupil progress, as suggested strategies are quickly embedded into learning plans

Keeping In Touch

Admission arrangements for children with SEND can be found in our School Admissions Policy which can be accessed from the school website

Should you wish to discuss something about your child or have any concerns regarding the provision made, please contact the Head Teacher or School SENCo via the school office.

Mrs Katie Whitehead –Head Teacher

Mrs Sarah Coates – SENCo and Deputy Head Teacher

Complaints Policy

Should you have any concerns about the support that your child is receiving, we hope that you will feel able to approach your child's Class Teacher or the SENCo to discuss this.

They will be happy to meet with you and work together with you to help resolve any issues or concerns that you may have.

We will also always be pleased to hear from you about any aspects of our provision that you feel are working particularly well.

We will always try to arrange a meeting at the earliest possible opportunity. However, if there are still unresolved issues, you may wish to make a formal complaint according to the procedures set out in BHCET's Complaints Policy.