



St Augustine's Catholic Primary School

SEND Local Offer for Parents and Carers

From a Parent and Carer's point of view, what does your school/college/training provider offer for children and young people with SEND?

Identification of needs

1. a) How does the school/college identify children with special educational needs?
- b) How do we involve parents in planning for those needs?
- c) If the school/college is specialist, which types of special educational need do you cater for?

Information is gathered by the class teacher regularly throughout the year. Children working below age related expectations and those not meeting targets are monitored closely by the class teacher and SENDCo. Data from formative and summative assessments are also closely monitored by the Senior Leadership Team.

Where appropriate, after consultation with parents, a child with additional special needs will be placed on the school's SEN register.

Review meetings for students with Education and Health Care Plans (EHCPs) take place annually.

Support

2. a) Who in the school/college will support my child and how will this be monitored and evaluated?
- b) How are the decisions made about the type and amount of provision a young person will need?

Who will oversee and plan the education programme? Who will be working with my child and how often? Who will explain this to me? How does the school know its arrangements are effective? Who will make the decisions and on what basis? How will I be involved? How does the school judge whether the support has had an impact?

The first point of contact is the class teacher who has the overall responsibility for the welfare of the children or young people in his/her class. They are supported in this role by the school leadership team and health and social care professionals. Class teachers are supported in the classroom by teaching assistants.

Intervention groups and individual support is mapped across the school and appropriate resources are used. The SENDCo is responsible for mapping the provision of support with the School Leadership Team.

Decisions are based on quality evidence the school has collected: both data evidence and from talking to everyone involved in teaching a student; decisions will also be based on the advice from any other professionals who have been working with or assessing a student. The amount of provision is decided in line with the needs of the student; discussions with pupils and parents are carried out to understand and priorities needs.

Curriculum

3. How will the curriculum be matched to the needs of the young person?

What is the approach of the school to differentiation?

Overall curriculum structure is directed by the government through the National Curriculum: all students have an entitlement to study a full, broad and balanced curriculum. Differentiation is the responsibility of all teachers. Informed by the data and information on each student, subject teachers plan for and deliver using different styles of teaching and meeting individual needs through a range of strategies, such as different learning styles. Within core subjects, groups are set within ability levels and this leads to suitable differentiation to the levels students are working at, using quality first teaching and ensuring that targets are stretching and attainable. Where year group objectives are not suitable for an individual, a more personalised curriculum becomes factored into class usually with the support of a teaching assistant.

Accessibility

4. How accessible is the school/college environment?

Is the building fully wheelchair accessible? Have there been improvements made to the auditory and visual environment? Are there disabled changing and toilet facilities? How are communications made with parents whose first language is not English? Is home/school transport available? (also provide link to the LA transport policy)

There is accessible parking at the front of school and all visitors are able to access the main reception via a suitable entrance. There is also an accessible parking bay located close to Nursery entrance. There is an accessible toilet in school. The school field has a path and gate that is can be reached by wheelchair users.

Parental Involvement

5. How will both the school/college and the parent know how the young person is doing and how will the school support the young person's learning?

In addition to the normal reporting arrangements what other opportunities will there be to discuss the progress of my child? How will the school explain to me how my child's learning will be planned and how I can help to support this? Do you offer any parent training or learning events? How does the school know how well my child is doing?

Parents are encouraged to support their child's learning at home. Homework is provided and literacy and numeracy computer programmes are accessible to students at home.

Parent workshops are held to help parents support their child e.g. Phonics, Maths, E-Safety, reading, Lexia.

Parents are invited to meet with the class teacher SENDCo to discuss, review and give an input in their child's SEN Support Plan, progress or any other areas of concern formally three times a year. Towards the end of the school year, a questionnaire is sent home to gather parental views about their child's progress. An open door policy does apply throughout the school year.

Parents are invited to an annual meeting to review their child's EHCP and contribute to their child's target setting.

Formal parents' evening meetings take place twice within the school year. Parents are welcome to meet with their child's class teacher when required at a time that is mutually convenient.

Parents are invited into school regularly to share in a range of activities that include: school masses, class assemblies, performances and school fairs.

There are parent governor roles and a PTFA that all parents are very welcome to join.

Formal reports that include levels of progress are sent home at the end of each term.

Overall Well Being

6. What support will there be for the young person's well-being?

*What is the pastoral, medical and social support available in school for my child?
How does the school manage the administration of medicines? How will my child be able to contribute his or her views?*

Representatives from the school council meet with senior leaders to pass on the views of the students.

School has access to services such as The Bungalow Project, REACH and CAMHS (see specialist services for a full list).

An attendance officer monitors attendance and addresses any concerns or issues with parents

The school nurse regularly visits school and our school has a full medicines policy.

Medical information is collected from parents on entry to school and updated annually. Any medication is stored appropriately and administered when needed during the school day.

Inhalers are kept in classrooms for the child to access with adult supervision. A note is sent home to inform parents if their child has used an inhaler.

School has an asthma policy that is updated annually. Information about children's asthma needs is asked for at the beginning of every academic year.

Should a child require medication within the school day, a form is completed and signed and medication is administered as required.

Children on the SEND register are asked for their views by completing a pupil questionnaire towards the end of the academic year. All children also work with the class teacher to help complete their Short Term Target Plans / SEN Support Plans once a term.

Specialist Services

7. What specialist services and expertise are available at or are accessed by the school/college?

Are there specialist staff working at the school? What other services does the school access including health, therapy and social care services?

School has access to the following services:

- *Speech therapy*
- *Occupational therapy*
- *Educational psychologist*
- *Learning and Language Team support*
- *School Nurse*
- *Asthma, diabetic and epileptic nurse*
- *CAHMS*
- *Social Care & Outreach*
- *Rainbows- bereavement support*
- *Attendance and Welfare service*
- *Barnados -Therapeutic support*
- *The Bungalow Project – a range of services are available through this project.*
- *Reach Partnership*
- *Kate Hillyard Services*

Staff Training

8. What training have the staff supporting children and young people with SEND had or are having?

This should include recent and future planned training and disability awareness.

All teachers have qualified teacher status and teaching assistants have a minimum of a Level 2 qualification.

There is an ongoing programme of continuous professional development to ensure teachers and teaching assistants meet the special educational needs of our pupils and stay up to date with current research into teaching and learning.

Staff have a range of specialist qualifications either in a curriculum subject area such as art or in an area of special educational needs e.g. autism.

Staff are encouraged to attend CAMHS training sessions in areas of relevance to their current year group or professional need.

Staff meet with the SENDCo to discuss the needs of individual children.

All staff have completed safeguarding training.

SENDCo updates staff on current and new issues relating to SEND.

Relevant staff attend Hearing Impaired training sessions

Activities outside of school

9. How will the young person be included in activities outside of the classroom including school/college trips?

How do you involve parents and carers in planning activities and trips?

Our school is committed to providing all pupils and students with equal access to an enriched and extended curriculum.

When possible, staff will make visits to sites prior to a trip to ensure that it is accessible to children with a physical disability and appropriate for those with an academic difficulty. If required, school staff will liaise with staff from the site to be visited and decisions will be made based on the safety of the individual.

Residential visits are organised well in advance so that all pupils have an opportunity to take part; programmes can be amended to suit the needs of classes or individuals whilst maintaining the safety of the individual pupil.

Visits to local theatres, art galleries, historic sites etc. are used to enhance and enrich the curriculum. Visiting artists and theatre companies allow all students access to cultural experiences. Staff at such sites will be made aware of medical, academic or physical needs of a pupil when appropriate.

A variety of after school clubs cater for a range of interests and abilities and include; dance, art, drama, Judo, multisport, choir, science club, cookery, netball, movie club and football.

Transition

10. How will the school/college prepare and support the young person to join that particular school/college and how will it support the transition to the next stage of education and life?

What preparation will there be before my son/daughter joins the school? How will he or she be prepared to move onto the next stage? How will you support any new setting to receive my child?

Parents are invited to look around the school and to attend a new parent meeting so we can introduce the team of people who will be working with their child and gather key information.

Children joining our school in the middle of an academic year do so by arrangement with the head teacher.

On transition to a new setting, all SEND information will be passed on with parental consent. Where possible, the SENDCo will meet with the SENDCo/key member of staff at new school to relay important information. If settling in periods or visits are possible prior to the child starting at his/her new setting, we will endeavour to arrange this and send a member of staff with the child if possible.

Prior to the transition to secondary school, the SENDCo will liaise with key members of staff at the secondary school to pass on important information (with parental consent). Arrangements will be made for those children who are considered to be vulnerable learners, extremely anxious about moving to secondary or in need of some extra time to adjust, to have extra transition sessions prior to the whole school days.

Pupil Support Plans (PSPs) will be shared with secondary schools as will other key documents, with the consent of parents.

SEND Resources

11. How are the school/college's resources allocated and matched to the young person's special educational needs? *How is the SEND budget allocated?*

Every child on the SEND register receives base funding and a 'top up' based on their level of need. There are four levels of need and resources are allocated according to assessed need. Should a child require further funding, applications can be submitted for Higher Needs Funding through the LA.

Specialist equipment, resources etc. are purchased based on professional recommendations.

Further information

For any further information, please contact the school

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