

# St Augustine's Catholic Primary School



ST AUGUSTINE'S  
CATHOLIC PRIMARY SCHOOL

*'Serve the Lord in Gladness'*

## Special Educational Needs and Disability Information Report

Date policy adopted: September 2021

Date of review: August 2022



## SEND Information Report

### Special Education Needs & Disability Coordinator (SENDCo): Mrs Charlie Dunning

#### The kinds of SEND that are provided for

St Augustine's currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder,
- Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD, ADD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Dyscalculia
- Attachment issues
- Self-esteem and friendship issues
- Anxiety and depression
- Moderate/severe and multiple learning difficulties

#### Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

The identification of SEND is embedded in the whole school process of monitoring the progress and development of all pupils. At St Augustine's we recognise the benefits of

early identification and making effective provision in improving the long-term outcomes for children with SEND. We identify children with SEND as early as possible, by assessment at the start of the Foundation Stage.

The purpose of identification is to work out what action the school needs to take, not to fit the pupil into a category. It is also important to identify the full range of needs, not simply the primary need of an individual pupil. The Code of Practice refers to four broad areas of need:

Communication and interaction - these children have a difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. For example, children with Autistic Spectrum Disorders (ASD), including Asperger syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others. The profile for every child with speech, language and communication needs is different and their needs may change over time.

Cognition and learning - children with learning difficulties learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs from moderate learning difficulties (MLD), severe learning difficulties (SLD) where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to children with profound and multiple learning difficulties (PMLD) where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning, such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties - children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD) or attachment disorder.

Sensory and/or physical needs - some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and /or equipment to access their learning.

#### Consulting and involving pupils and parents

St Augustine's Catholic Primary School believes that a close working relationship with parents is vital in order to ensure:

- a) early and accurate identification and assessment of SEND leading to appropriate intervention and provision
  
- b) continuing social and academic progress of children with SEND
  
- c) personal and academic targets are set and met effectively

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- Parents; concerns are listened to and taken into account
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

If these discussions lead to a shared decision that a pupil requires SEND support, a SEND Support Plan will be written by the class teacher, SENDCo and the child's parents. Pupil views will also be reflected in plans.

Parents of children with SEND are kept fully informed of the provision that is being made for their children. Parents receive a copy of the child's SP each term and are invited to review progress towards the targets at a meeting each term.

The school will always ask permission of parents before approaching other professionals and outside agencies for information about their child.

The LA has a SEND Family Liaison Officer who acts independently of schools to inform and support parents of children with SEND.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENDCO may also signpost parents of pupils with SEND to the Local Authority Parent Partnership service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEND Governor may be contacted at any time in relation to SEND matters.

### Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
  
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly. Teachers will set a maximum of 3 SMART targets which will be reviewed termly with the SENDCo, class teacher and parents.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

#### Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

In the case of children moving schools within the primary phase, St Augustine's will send all SEND information to that school upon request. In the interest of continuity, parents may take SEND Support Plans and share these with the new school.

All children will have a period of induction prior to making the transition from St Augustine's to their chosen secondary school.

If necessary, additional transition meetings will take place.

EHCPs or SEND Support Plans will be shared with the SENDCo at the new school so that appropriate provision can be arranged.

Parents may also want to communicate with their chosen secondary school any additional information.

#### Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils and additional support may be offered by the class teacher or TA within lessons.

We will also provide the following interventions:

BLAST

Little Wandle Daily Interventions

Lexia

Better Reading

Times Tables Rockstars

Fine Motor Skills

Mentoring

Pre-teaching

#### Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing

- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Sound system support for hearing impairment
- Slope boards
- Personalised learning objectives and activities to promote inclusions and engagement for children working well below the level of the class

#### Additional support for learning

We have several teaching assistants who are trained to deliver interventions such as those named above.

Teaching assistants will support pupils on a 1:1 or group basis as determined by their level of need.

We work with the following agencies to provide support for pupils with SEN:

Speech and Language Service

Hearing Support Service

Paediatricians

Health visitors/school nurses

Educational Psychologists

MIND

The Bungalow

CAMHS

Early Years Practitioner Team

#### Expertise and training of staff

Our SENDCo is new to this role and is currently undertaking the NASENDCo qualification. The SENDCo is also being supported by experienced SENDCos both within the Trust and within a local mentoring programme.

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

The SENDCo attends relevant SEND courses and facilitates/signposts relevant SEND focused external training opportunities for all staff.

We recognise the need to train all our staff on SEND issues and we ensure this is available to all staff to support their professional development. The SENDCo, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

#### Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

Reviewing pupils' individual progress towards their goals each term  
Reviewing the impact of interventions after each half term  
Monitoring by the SENDCo  
Using data to measure progress of SEND and non-SEND pupils  
Holding annual reviews for pupils with EHC plans

#### Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our breakfast and after-school clubs.

All pupils are encouraged to go on our residential trip(s) in KS2

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEND or disability.

#### Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

Pupils with SEND are encouraged to be part of the school council so that their pupil voice can be heard

Pupils with SEND are also encouraged to be part of the Eco Committee, Anti Bullying Ambassadors and Mini Winnies to promote teamwork/building friendships etc.

We have a zero-tolerance approach to bullying.

#### Working with other agencies

##### Links with other schools

The SENDCo and Foundation Stage Team arrange meetings when they are informed of a child with SEND who will be starting school at St Augustine's. When a child already has a

statement they are usually invited to attend the child's Annual Review held during the summer term in the Early Years setting.

At Y6 transition the SENDCo provides information to the local feeder secondary schools about children with SEND who have chosen to go there. For EHCP pupils, the SENDCo arranges a meeting with the SENDCo from the chosen secondary school, the class teacher at St Augustine's, the parents and the child during the summer term prior to transition.

The school works in partnership with the other schools in the authority and the NPCAT whenever possible. This enables the schools to share advice, training and development activities and expertise.

##### Links to support services

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENDCo who will then inform the child's parents.

The SENDCo is the designated person responsible for liaising with the following:

- Redcar and Cleveland Education Psychology Service
- North Yorkshire Education Psychology Service
- Behaviour Support Service
- Social Services
- Speech and Language Service (Class teacher also liaises)
- Child Counselling Service
- Early Intervention Service

### Complaints about SEND provision

If parents believe that their child has a learning difficulty or behavioural issue at school which has not yet been identified by the school, or if they are unhappy with the provision the school is making for their child with SEND, they should talk first to the child's class teacher. If the parents think that the child should be given more support they should raise their concerns with the SENDCo. Most concerns will be resolved in this way. If parents still feel dissatisfied, they should be referred to the school's complaints policy.

Parents may ask the LA to conduct a statutory assessment of their child at any time. The LA must comply with the request, unless they have made a statutory assessment within the previous six months, or unless they conclude, upon examining all the available evidence, that a statutory assessment is not necessary. The LA will then inform the parents. If the parents disagree with the decision they have the right to appeal to the SEND Tribunal within two months of the decision being made. They are entitled to support from the Family Liaison Officer.

If the LA makes a statutory assessment, but decides at the end of that process not to draw up a statement of SEND for the child the parents again have the right to appeal to the SEND Tribunal.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

### Contact details of support services for parents of pupils with SEND

The Local Authority SEND team can be contacted on 01642 304564.

Contact details for raising concerns



The SENDCo, Mrs Charlie Dunning, can be contacted by email via [sendco@staugustines.npcat.org.uk](mailto:sendco@staugustines.npcat.org.uk) or by telephone on 01642 599001.

### The Local Authority Local Offer

Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs and Disabilities (SEND) aged 0-25. This is the 'Local Offer'.

The intention of the Local Offer is to offer choice and transparency for families in accessing the best possible support for their children's needs.

Our Local Authority's local offer is published here:

<http://search3.openobjects.com/kb5/middlesbrough/fsd/localoffer.page?familychannelnew=8>

Details of St Augustine's Local Offer can be found here:

<https://staugustines.npcat.org.uk/special-educational-need-and-disability-provision/>

### Monitoring arrangements

This policy and information report will be reviewed by the SENDCo annually. It will also be updated if any changes to the information are made during the year. It will also be approved by the Senior Leadership Team and shared with Governors.