

St Augustines of Canterbury Catholic Primary School SEND Information Report



Head Teacher- Julian Clements

SENCO (Special Needs Co-ordinator) - Deanne Fitzpatrick

SEN Governor- Judith Ellery

St Augustines is committed to providing high quality education to every child. We believe that all children, including those identified as having special educational needs or a disability, have a common entitlement to an accessible, broad and balanced academic and social curriculum and that they should be fully included in all aspects of school life.

St Augustine of Canterbury Catholic primary school is committed to inclusion. We aim to:

- Identify the needs of children with SEN as early as possible.
- Monitor the progress of all children in order to aid the identification of SEN.
- Make appropriate provision to overcome barriers to learning and ensure children with SEND have full access to the National Curriculum.
- Work with parents to gain a better understanding of their child's special needs and disabilities and give them regular feedback on their child's progress.
- Work with outside agencies in order to fully support our SEND children and aid school inclusion.
- Create an environment where children feel safe to voice their own opinions of their own special needs.

SEND provision

In our school we support children with a range of special educational needs and disabilities.

All teachers have the day to day responsibility for pupils with SEND within their classes and differentiate accordingly. A few children with complex SEND needs may have a Statement or an Education Health Care Plan.

Other children may experience difficulties with learning, behaviour or social skills at any time during their school life. We aim to identify children's difficulties at an early stage and work with you to meet their needs. We do this through what is called 'School Support'.

Below are some answers to questions that you may have about our SEND provision.

How does the school know if a child needs extra help?

Your child's class teacher continually assesses how they are progressing with their learning. In addition we look at the progress every child is making five times a year. If a child is working below expected levels or is making slower than expected progress we will consider whether they need extra help.

If your child has been identified as having a special educational need or disability before they join us, the SENCO at the previous school or nursery should contact the school and pass on information about your child's needs.

What should I do if I think my child has SEN?

In the first instance you should ask to have a meeting with your child's class teacher who will discuss this with you and look into it. They will share what they discover with you and inform you about what they will do next and what you can do to help your child.

If there are still concerns following this, you and the class teacher may wish to discuss your child's difficulties with the SENCO .

How will I know that the school will support my child?

If your child has SEN, they will receive 'SEN School Support'.

The support provided for your child consists of a four-part process:

- Assess
- Plan
- Do
- Review



This is an ongoing cycle to enable provision to be refined and revised as the understanding of the needs of your child grows.

Most children with SEN will have an Individual Education Plan (IEP) drawn up by the class teacher in consultation with you and the SENCO. The plan will contain targets, strategies, interventions and resources that will be used to help your child achieve them. The IEP will be written, reviewed and shared with you and your child three times a year.

Interventions change as the needs of children change. Our interventions currently include Rapid Writing, Sounds Discovery, Turnabout, Narrative Therapy, Smart Moves, Socially Speaking and Time to Talk. Interventions delivered in groups consider the needs of every child in the group.

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

When class teachers are planning their lessons they think about the needs of all the children in the class. They will adapt their plans in order to enable all children to access the lesson. The aim is for all children to work on the same topics but learning outcomes or resources may be adapted for individuals or groups of children.

How will I know how my child is doing?

You will be invited to meet with your child's class teacher three times a year to review their progress and targets previously set. The SENCO may come to these meetings if you wish.

How will you help me to support my child's learning?

There are frequent opportunities to come into school and find out about ways of supporting your child's learning in different areas of the curriculum. In addition your child's class teacher or the SENCO may be able to suggest ways of helping your child with specific areas of difficulty with learning or social skills.

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

All staff take an interest in the children's social and emotional well-being. If you are concerned please arrange to meet with your child's class teacher or the SENCO. At playtimes and lunchtimes there are staff on duty to ensure that all children are kept safe and are supported to enjoy playtimes.

Members of staff are trained in first aid and are on duty at break and lunchtimes.

If your child has medical needs, they may have a Health Care Plan drawn up by the school nurse. This plan may include the administration of medication or medical techniques if these are an ongoing need.

Please see our Policy on Medical Needs for further detail. There are forms to complete in the office should you wish staff to administer medication to your child.

What specialist services or expertise are available at or accessed by the school?

Across our staff team we have a range of expertise we utilise to improve the skillset of all staff and provision for all children, including those with SEND.

The school currently purchases support from the local authority's Educational Psychology Service, Inclusion Support, Behaviour Support and the Ethnic Minority and Traveller Achievement Service.

What training have staff had supporting pupils with SEND, or are they having?

Staff supporting pupils with SEND are given training in specific needs. This may be provided by specialist staff or therapists involved with the child.

All staff have annual training from the school nurse on medical needs, so that they are aware of emergency action to be taken for pupils who have conditions such as epilepsy or severe allergies.

Recent training for all staff has included sessions on the New SEN Code of Practice, creating dyslexia friendly classrooms and teaching and managing children with ADHD. Sessions are also planned in for training on working memory and supporting pupils with autism in the classroom.

How will my child be included in activities outside of the classroom?

A number of clubs run after school and at lunchtimes. The clubs run by school staff are fully inclusive. If your child needs individual support, school staff will aim to provide this (although this cannot be guaranteed, as staff give their time on a voluntary basis). Some clubs are run by outside organisers. You will need to talk to the club leader about your child's needs. Please ask at the office for details of the names for the contact person should you require any specific information.

There is an on-site before and after school club that is available to all children, if your child has SEND they will discuss the suitability of their provision to meet your child's needs. There is clear communication between school and the club with effective provision and strategies shared with your consent.

There are curriculum trips for every class. These are carefully planned to ensure that every child can be included.

Year 6 children have the opportunity to take part in a residential visit. The venues for these are carefully researched to ensure that the accommodation and activities are suitable for everyone.

How accessible is the school environment?

The school is accessible to wheelchairs and has a disabled toilet and shower facilities.

All the classrooms and corridors are carpeted in order to reduce the noise levels to meet the sensory needs of pupils with autism and hearing impaired pupils. The walls are also painted neutrally.

Every classroom has a visual timetable to support all pupils and if required some children have their own to refer to.

How will the school support my child in starting school and moving on?

Children entering St Augustine's will have at least two opportunities to visit the school in the summer term, prior to starting school in September. Additional transition visits can be arranged on an individual basis. Information will be gathered regarding any SEND from the Pre-School so that necessary support can be put in place on their entry into school. We will also meet with you to discuss your child's needs and any ways we can help your child to settle into school.

When your child is due to move on to secondary school we will make the links with the school so that we can share information. All Year 6 children are prepared for transition through class and group activities. For some children it may help to carry out these activities in a smaller group with an adult. Some children may benefit from additional visits to their secondary school and we can help to arrange this. Some children benefit from individual visits to their secondary schools supported by St Augustine's staff.

SEND children who join us during the school year are supported with extra visits to the new class as necessary. We will also meet with you and ask for information from the previous school to put appropriate support in place from the beginning.

Extra support is given to SEND who need it when making the transition to a new class at the beginning of the academic year. They may have additional opportunities to meet the class teacher in the summer term and if needed a transition book with photographs of the new staff and classroom will be created.

How can my child get an Education Health Care Plan?

If your child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by us but can also be requested by you as parents. Following Statutory Assessment, an EHC Plan will be provided by South Gloucestershire County Council, if it is decided that your child's needs are not being met by the support that is ordinarily available.

Further information about EHC Plans can found via the SEND Local Offer:

www.southglos.gov.uk/health-and-social-care/local-offer/

or by contacting Supportive Parents on: **0117 9897725**.

As parents you have the right to appeal against the content of the EHC Plan. Once the EHC Plan has been completed and agreed, it will be kept as part of your child's formal record and reviewed at least annually. You will be invited to the review meeting and invited to write a contribution to the review meeting should you wish to do so. The annual review enables provision for your child to be evaluated and,

where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

How are the school's resources allocated and matched to pupils' SEN?

The school receives money from the Local Authority to support children who have been identified through a Statement or Education, Health and Care Plan. This money is spent on providing additional staff, equipment and resources to support a child's needs.

The needs of other pupils with SEN are met from within the school's overall budget.

What support will there be to support my child in Year 6 SATs?

If your child is working below the level of the tests they will not take them and the teachers ongoing assessments will be used instead.

If your SEND child is working at the level of the tests they may be entitled to breaks, a reader, extra time or a scribe. Your child's class teacher will discuss this with you and the child before the test takes place.

Who can parents contact for further information?

Your first point of contact for any concerns is your child's Class Teacher.

If you have a query about SEN procedures in school or about getting further advice, you can contact the SENCO (Deanne Fitzpatrick).

Further advice is also available from Supportive Parents who provide information, advice and support to parents, children and young people about SEND.

www.supportiveparents.org.uk

Please also see our updated SEN policy which has been reviewed in line with the New Code of Practice on SEND.