

# Information report

## St Augustine's Catholic Primary School



**Approved by:**

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## 1. Aims

Our SEN policy (<http://www.staugustines.dorset.sch.uk/website/policies/69157>) and this information report should be read together and aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

St Augustine's Primary School has high aspirations for all children identified as having SEND in our school. We strive to ensure that all children achieve their best, that they become confident individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education or training. For further information please refer to our SEND policy document available <http://www.staugustines.dorset.sch.uk/website/policies/69157>

## 2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENCOs) and the SEND information report

This policy also complies with our funding agreement and articles of association – please click on this link to find out more on our website.

[http://www.staugustines.dorset.sch.uk/website/academy\\_trust/79268](http://www.staugustines.dorset.sch.uk/website/academy_trust/79268)

## 3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

## **4. Roles and responsibilities**

### **4.1 The SENDCO**

The Inclusion Manager (SENDCO) is Jane Gardiner (contact 01305 782600)

They will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

### **4.2 The SEND governor**

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

### **4.3 The headteacher**

The headteacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

## **4.4 Class teachers**

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow the SEND policy

## **5. SEND information report**

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

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Attention Deficit Hyperactivity Disorder, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy, diabetes

### **5.2 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.

### **5.3 Consulting and involving pupils and parents**

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
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEND support.

### **5.4 Assessing and reviewing pupils' progress towards outcomes**

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

The class or subject teacher works 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.

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.

### **5.5 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. Depending upon individual needs, we organize transitional induction visits for pupils to the local secondary school in the previous Summer term.

## **5.6 Our approach to teaching pupils with SEND**

All our 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.

We also provide the following interventions where appropriate:

- Learn to Move physical sessions to build muscle strength and co-ordination skills
- Thrive small group or 1:1 sessions to develop emotional understanding and social skills
- Forest School in small groups to develop self-confidence and promote team-building skills
- Subject specific interventions (e.g. reading, writing, maths)

## **5.7 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, speech to text software, 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.

## **5.8 Additional support for learning**

We have teaching assistants who are trained to deliver interventions such as Thrive, Learn to Move, and specific reading, writing and maths support.

Teaching assistants will support pupils on a 1:1 basis if they have been assessed as benefitting from an individual approach for some learning. Support will be given as appropriate.

Teaching assistants will support pupils in small groups providing targeted interventions for a variety of curriculum subjects including emotional/social support.

We work with a variety of specialist agencies to provide support for pupils with SEND, eg the Educational Psychology Service, the Physical Disability Support Service (see section 5.14 for more details).

## **5.9 Expertise and training of staff**

Training needs are identified through a process of analysis of need of both staff and children as and when required. The SENDCO will provide information on specific needs for new staff.

The school accesses training from Dorset County Council through the Nexus programme. In addition, the school is part of the East Area of Plymouth CAST and accesses regular training from the dedicated CAST Educational Psychologist and the team of experienced SENDCOs across the Eastern cluster. We may organise additional training to support any specific medical needs and this will be arranged in conjunction with medical professionals.

## **SEN INFORMATION**

### St Augustine's Catholic Primary School

Our SENDCO has over 18 year's teaching experience working with children with a wide variety of special learning needs and is a qualified Forest School Leader.

In the role of Inclusion Manager, they work 2.5 days a week to manage SEND provision as well as having responsibility for provision for Pupil Premium and pupils with EAL.

We have a team of 7 teaching assistants who are trained to deliver SEND provision.

In the last academic year, staff have been trained in monitoring diabetes, supporting children with a hearing impairment, supporting those with dyslexic traits and promoting independent learning skills with SEND pupils.

We use specialist staff as and when it is recommended.

### **5.10 Securing equipment and facilities**

We listen to recommendations from professionals when they advise us that specialist equipment or facilities are required.

### **5.11 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 (individual progress plans)
- Reviewing the impact of interventions every half term
- Talking with individual pupils about their progress
- Monitoring by the SENDCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

### **5.12 Enabling pupils with SEND to engage in wider activities in the school**

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

All pupils are encouraged and supported to go on our residential trip(s), for example to Minstead (New Forest) in Year 4 and London in Year 6.

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

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

### **5.13 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 and Mini Vinnies fund raising group
- They are also encouraged to join our school choir run by a specialist music teacher
- Older pupils run a WINSTON support group which provides support to pupils at break times and lunch times should they need someone to talk to
- Our Thrive programme provides emotional and social support to pupils with SEND based upon their individual profile of need

We have a zero tolerance approach to bullying. All classes have weekly PSHE sessions covering bullying, friendship issues, problem-solving etc which affect all children and pupils with SEND take part in those sessions.

### **5.14 Working with other agencies**

Depending upon individual needs, we will access specialist support from other agencies, including SALT (speech and language therapy), Educational Psychologists, CAMHS (child and adolescent mental health service), the Physical and Medical Needs Service, Vision and Hearing support services and the Behaviour Support Service. We also provide information to parents and carers about the different voluntary organizations they can access e.g. SENDIASS (the SEND Information, Advice and Support Service), the Rose Road Association, or Home Start (for families with difficulties arising from depression, bereavement or illness).

### **5.15 Complaints about SEND provision**

It is hoped that all situations of concern can be resolved quickly through discussion and early action. However, if a parent / carer feels that their concern or complaint regarding the care or welfare of their child has not been dealt with satisfactorily, an appointment can be made by them to speak and explain the issues to the SENCO. Our school complaints policy can be found on our website.

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

## 5.16 Contact details of support services for parents of pupils with SEN

There are a variety of support services available for parents to access, including the Rose Road Association, CAMHS, the Chesil Family Partnership Zone, Dorset Family Information Service, [the SEN and Disability Information Advice and Support Service \(SENDIASS\)](#), Educational Psychologists, WAVES, and SALT (Speech and Language Therapy service).

## 5.17 Contact details for raising concerns

In the first instance, the contact person should be the pupil's class teacher.

## 5.18 The local authority local offer

Our contribution to the local offer is:

<https://familyinformationdirectory.dorsetforyou.gov.uk/kb5/dorset/fsd/service.page?id=HEZvY9nf8GQ&localofferchannel=0>

Our local authority's local offer is published here:

<https://www.dorsetforyou.gov.uk/childrens/sen-disability/local-offer>

## 6. Monitoring arrangements

This policy and information report will be reviewed by the SENDCO **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing body.

## 7. Links with other policies and documents

Our SEND policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Intimate Care
- Supporting pupils with medical conditions