

St Augustine's R.C Primary SEN Information Report (and contribution to LA SEND Local Offer)



Special Educational Needs
& Disabilities

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

John 10:10



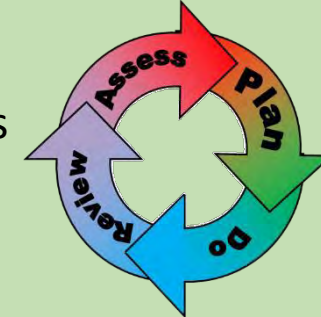
- St Augustine's aims to offer children an educational experience where staff will strive to identify and remove barriers to learning and create an environment in which every child is encouraged to reach their potential and ensure quality, access and achievement for all.
- Inclusion is central in the ethos of the school – a philosophy, which covers every child's rights and entitlement to the very best experiences education can offer.
- In its aim to move towards becoming totally inclusive, the school is committed to constantly reviewing and evaluating its practices, systems and curriculum provision.
- [Links to key policies e.g. SEN and Inclusion policies](#) (currently under review – new policy will be on the website shortly).



Our Core Offer

- High quality teaching is personalised to meet every child's need. This is the first step in supporting children who may have SEND (Special Educational Needs and Disabilities). All children are challenged to do their very best. Teachers are responsible for the progress of all pupils in their class. ICT is also used to support in various forms where needed.
- We run a wide range of extra-curricular clubs including Basketball, Multi Skills, Football, Gardening Club and Cookery Club.
- All children will be taught a broad and balanced curriculum, which engages and challenges. Wherever possible, children who require extra support, specialist resources or extension materials will be provided with these.
- Pastoral and social support is available for all from teachers and teaching assistants. All children are known well by their class teacher, who develops strong relationships with them. Good behaviour and work is rewarded, with positive praise being a key element of this.
- Your child can express their views in several ways, through idea boards around school, the school council representatives as well as directly to staff.
- 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'](#).

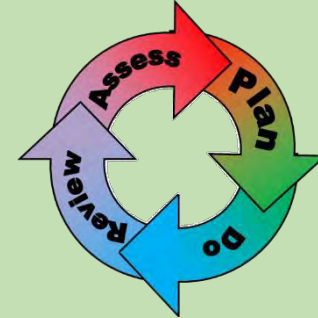




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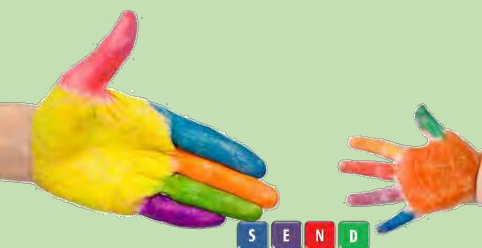
- If from our rigorous tracking and monitoring of your child's progress, it becomes apparent that he/she is not making expected progress then you will be invited to a meeting with their teacher and or Mrs L Thompson (SENDCo).
- At the meeting we will begin to explore the possible barriers to learning and you will be asked how we can best support your child. We may also agree how you shall support your child at home.
- Observations and assessments will then be carried out and, if required, input from specialist services may be sought with your permission.
- Support to this level will be known as 'Targeted support' and strategies will be jointly devised to guide staff in guiding your child to achieve their learning outcomes. Proven, effective interventions will be used.
- If, despite this level of support, it is determined that further support is required, where appropriate, your child may be placed on our school's SEN Support Register and a 'One Plan' will be devised. A One Plan is a document to support the child, taking views from the child and parents, as well including advice from outside agencies if they are involved.
- EHCPs (Education and Health Care Plans) will be used when a child's needs are deemed more complex and require the input from a range of outside agencies. This may include input from health or social services. An EHCP helps to determine the level of educational, social and health support the child needs in order to meet the learning outcomes we have jointly identified.
- **If you are concerned about your child's progress or that your child may have SEND, please contact our SENDCo Mrs L Thompson on 01325 380819.**



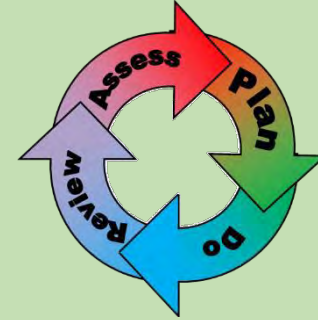


- We have an extensive range of different SEND resources and interventions available. These are closely matched to the needs of our children and their progress is monitored by the class teacher, the SENDCo and staff with specific curriculum responsibilities.
- All teachers are teachers of children with SEND. We regularly train all our staff to equip them with suitable strategies and approaches to help them to meet a wide range of learning needs. Recently staff have received Speech and Language training to support all children.
- Our team of support staff are deployed where they can best serve children's needs. An holistic approach is adopted where the development of the whole person is valued.
- Where a child fails to make adequate progress, despite carefully planned additional help, we seek advice from relevant outside professionals. These include: Educational Psychologist, Occupational Health and Speech and Language therapists.
- We try to discuss specific concerns with children and parents in order to provide support tailored to individual needs.
- We modify teaching and learning approaches and the environment to facilitate access for all children.
- **Our procedures are in line with the [SEN Code of Practice \(2014\)](#).**

Plan

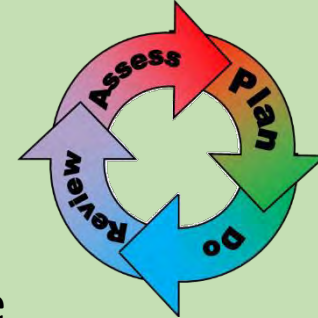


- Our teachers are skilled at adapting teaching and learning to meet the diverse needs in each class.
- Daily planning takes into account individual children's needs and requirements and is annotated and adapted according to need.
- We assess and evaluate the provision arranged for your child by reviewing weekly feedback / observation records. Effectiveness is judged using suitable criteria for the individual child.
- Differentiation is approached in a range of ways to support access to the curriculum and ensure that all children can experience success and challenge in their learning.
- Grouping arrangements take into account the different skills and abilities of each child. This ensures that learning is maximised.
- Additional adults are used to help groups and individual children with the long term goal of developing independent learning skills. The class teacher leads, guides, plans and monitors this support to avoid children becoming over reliant on this.
- We fully encourage parental support and offer opportunities for individual meetings with parents/carers to provide clarity and recommendations on how they can support their child at home.



Do



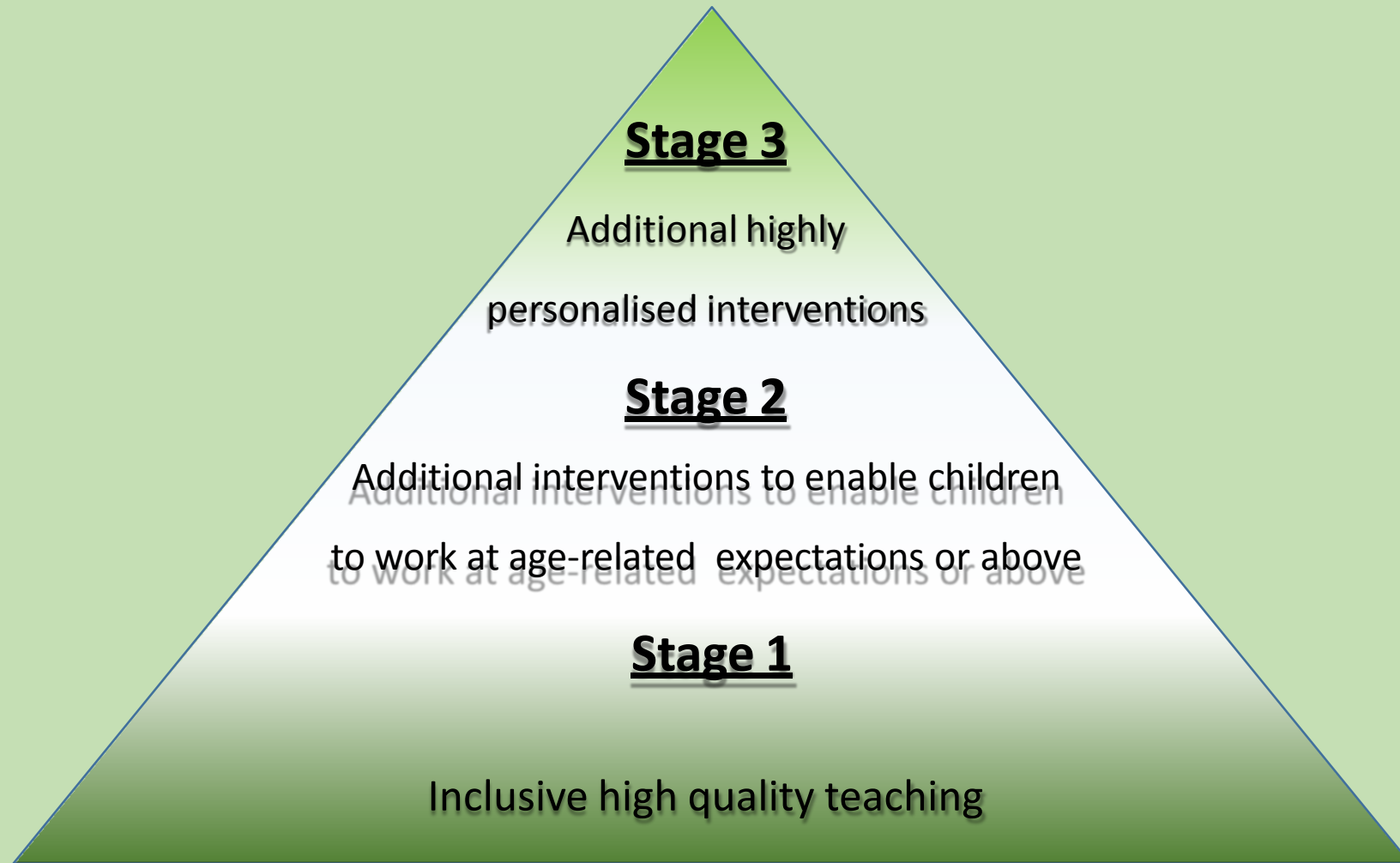


Review

- Homework is given regularly and your child may have the opportunity to access computer programmes to support their learning at home through the school website. You are encouraged to support your child's learning at home.
- Reading record books are used to support communication between home and school and you are encouraged to use these, to communicate with staff, where appropriate.
- Progress meetings are held each term where you can meet your child's teacher to discuss and look at their work in different subject areas, as well as how they have settled into their new year group. A further opportunity is provided in the Summer term for you to discuss your child's end of year report.
- We aim to ensure that all looked after children expect and experience the same outcomes as their peers. For children with SEND who are looked after by the local authority, we provide the same equal access to all areas of the curriculum. This is systematically overseen by the school safeguarding officer.
- Parents that have children on the school's SEN Support Register, are also invited to half termly meetings to review their child's Individual Education Plan. Your child will be involved in reviewing their targets at appropriate times throughout the term, with the class teacher or teaching assistant, and during the setting of new targets on a half termly basis. Parents are also encouraged to collate these targets, to see how the school-home link can be strengthened.
- If your child has an EHC plan, you will be invited to an annual review of this plan at least once a year.



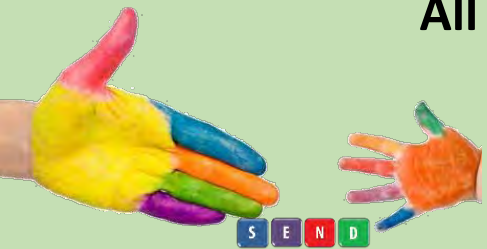
At St. Augustine's we follow a graduated approach of support, as detailed in the SEN Code of practice, which maybe found at [SEN Code of practice 2014](#).



There are four primary areas of SEN :

- **Speech, Language and Communication.**
- **Cognition and Learning.**
- **Social, Emotional and Mental Health difficulties.**
- **Sensory and/or Physical Development.**

All of which are tailored at an individual level for every child within our school.



Speech, Language and Communication

St Augustine's has a wealth of expertise from its staff over and above the qualifications needed for their jobs. Specialist services are always used when the need arises and the school feels it needs more support or advice to ensure a child fulfils their potential.

The following is a snapshot of our expertise, but is not an exhaustive list:

- Differentiated curriculum.
- Differentiated delivery.
- Planning reflects different learning styles .e.g. visual, auditory, and kinaesthetic.
- Learning walls.
- Illustrated dictionaries/ spellcheckers/word banks/thesauruses.
- Use of visual organisers/ writing frames.
- Use of ICT.
- Talking partners.
- Daily Phonics for children.
- Labelled resources and equipment.
- Individual mini whiteboards and pens.
- Timetables in each classroom.
- Individual targets displayed.
- Interactive whiteboard in each classroom.
- Learning objective written in a different colour to the date and other items on the board.
- A variety of playground equipment.
- Input from Speech and Language therapist(SALT).
- Input from ASD outreach.
- ICT e.g. recording devices, i-pads.
- Individual visual timetable.
- Input from English as a Second Language (EAL)



Cognition and Learning

St Augustine's has a wealth of expertise from its staff over and above the qualifications needed for their jobs. Specialist services are always used when the need arises and the school feels it needs more support or advice to ensure a child fulfils their potential.

The following is a snapshot of our expertise, but is not an exhaustive list:

- Structured transition programmes for years R, 3 and 7.
- Circle time valued and used regularly.
- School Council with high profile.
- Parent workshops and information evenings.
- Pupil centred planning/ personalised learning with individual targets.
- Clear learning objectives and success criteria displayed and used.
- Assessment for learning built into planning.
- Differentiated curriculum planning and work.
- Planning reflects different learning styles e.g. visual, auditory, and kinaesthetic.
- Differentiated delivery e.g. simplified language, slower lesson pace.
- Maths basic skills sessions.
- Use of visual aids e.g. interactive displays.
- Learning/working walls are seen throughout the school.
- Clear communication pathways for parents e.g. accessible reception desk for booking appointments; TA on playground with clipboard; regular parent consultation evenings, Curriculum visits.
- Links with our Parish Church, visits from local clergy as well as visiting other faith buildings.
- Handwriting.
- Springboard.
- Input from Behaviour Support.
- Input from Educational Psychologist (EP).
- Input from Hearing impaired team.



Social, Mental and Emotional Health

St Augustine's has a wealth of expertise from its staff over and above the qualifications needed for their jobs. Specialist services are always used when the need arises and the school feels it needs more support or advice to ensure a child fulfils their potential.

The following is a snapshot of our expertise, but is not an exhaustive list:

- Positive Praise culture – stickers, rewards, House system.
- Responsibility roles within the classroom e.g. eco monitor, cloakroom monitor etc.
- Celebration and display of work afternoons/evenings.
- Nutritious lunches prepared on site.
- Children are encouraged to bring a healthy snack in the juniors.
- Children receive free fruit/vegetable snack in infants.
- School council.
- Circle time valued and used regularly.
- PSHCE a valued part of the values based curriculum.
- Productions, trips and residential trips.
- Sponsored events to raise money for charity.
- Links with the local community.
- Social skills groups.
- Social stories/ comic strip conversations.
- Individual behaviour charts.
- Now and next boards.
- Listening Ear.
- Input from Behaviour Support (BS).
- Input from Educational Psychologist (EP).
- Input from ASD outreach.
- Individual behaviour plan.
- Input from English as a Second Language (EAL) tutor.
- E-Safety Week.



Social, Mental and Emotional Health

Measures to prevent Bullying

Circle time is embedded and our behaviour policy is based upon rewarding good behaviour. We have a trained councillor in school to improve the emotional and social development of those children who need extra support in school. We work in partnership with parents with this and keep them informed and involved. Our Anti-Bullying policy emphasises to all members of the school community that bullying is not acceptable. We aim to produce a consistent school response to any bullying and incidents of harassment that may occur.

It is important that we create an atmosphere in school where anyone who is being bullied, or others that know about it, feel that they will be listened to, and that action taken will be swift and sensitive to their needs. Disclosure (telling an adult) can be direct and open or indirect and anonymous. Everyone must realise that not telling means that bullying or harassment is likely to continue. The exact course of action will vary with each situation but the main objectives are that bullying and incidents of harassment are brought into the open, discussed and strategies developed to help solve the problem.

The school curriculum

The school curriculum is used to:

- Raise awareness about bullying behaviour and the school's anti-bullying policy.
- Challenge attitudes to bullying, increase understanding and help build an anti-bullying ethos in the school.
- There are many opportunities within the curriculum to raise awareness, teach relationship management, to enunciate policy and to discourage bullying or harassment via-
- Assemblies.
- PHSE/Drama/English lessons.
- Circle time.
- Close supervision of all areas at all times.
- Anti-Bullying week.



Sensory and Physical

St Augustine's has a wealth of expertise from its staff over and above the qualifications needed for their jobs. Specialist services are always used when the need arises and the school feels it needs more support or advice to ensure a child fulfils their potential.

The following is a snapshot of our expertise, but is not an exhaustive list:

- Staff aware of implications of physical impairment
- Visual timetables
- Wobble cushions
- Fiddle toys to aid concentration
- Kinaesthetic lessons
- Seating plan
- Coloured overlays for reading
- Large airy open plan classrooms
- Outdoor areas to work
- Large playing fields for clubs, PE and sports day
- Hall with a range of gym equipment
- Appropriately sized classroom furniture, sinks and toilets
- Named pegs
- Individual mini whiteboards and pens
- A variety of playground equipment
- Additional handwriting
- Fine motor skills /Gross motor skills input
- Occupational Therapist (OT) exercises
- Input from physiotherapist
- Input from Physical Sensory Support Service (PSSS) eg adapted chairs and tables
- Swimming at Dolphin Swimming pool



Accessibility

- With due regard to our admission policy, parental choice and accessibility of the school building all children with special educational needs who apply will be accepted by the school. [Admission Policy](#)
- Building projects since 2009 have ensured full accessibility to the school building for any person with physical disabilities.
- Accessibility around school for wheelchair users.
- Disabled toilet facilities.
- Communication with parents and children whose first language is not English is supported in school by a teaching assistant and through the EAL (English as an additional language) team.
- Support staff in school are trained to support the deaf and blind, as well as some members of staff trained to use radio aids.
- Acoustic panels are in place in two classrooms. This reduces the decibel level in the class and makes it acoustically acceptable for those with hearing impairment.



Activities outside of school

- St. Augustine's is an inclusive school and we will put in place appropriate support, whenever possible, to enable your child to join in with their peers. This may include extra staffing and/or equipment.
- We will encourage your child to take part in trips that occur, if the trip is suitable for your child and their safety and the safety of others is not compromised due to their special educational need and/or disability.
- Staff who are arranging an offsite trip will discuss with parents and the SENDCo any requirements needed and the suitability of any trip which the school is taking part in.
- The Headteacher oversees all trips to ensure children are safe and included where possible.
- [Equality Act](#)



Medical

- If your child has specific medical needs then please contact either your class teacher or the SENDCo Mrs L Thompson so appropriate plans can be put into action.
- If needed, a care plan will be written to inform all staff with SENDCo involved.
- If your child requires ongoing medication, please contact the office to complete a medicine administration form if changes are made throughout the year.
- We have a comprehensive policy covering the administration of medicines in school.
- Please refer to the [school's medicine policy](#) for further information.
- On site medical support is currently provided by our seven qualified First Aiders.
- Members of staff are trained to administer specialised medication.
- Children who have more severe medical conditions will have detailed Individual Health Care Plans which are devised in consultation with parents, school staff and medical professionals. These Education, Health and Care Plans will be shared with relevant members of staff.
- We work with the school nurse for any medical needs within our school.



Moving Up, Moving on...

- Induction events take place during the summer term for all children who are joining the Foundation Stage in September.
- Close liaison between teachers in Early Years and Key Stage 3. This may involve multi-agency meetings to support the transition.
- Good transfer of all SEN information.
- Meetings are held for the transfer of essential information relating to IEPs, Statements/EHCPs, Child and Family Services and pastoral matters.
- Involving parents, we emphasise the importance of independence for the children, where possible, for any transition that they encounter.



Moving Up, Moving on...

- Phased entry to Early Years Foundation Stage class in Reception.
- Transition to new class facilitated by sessions during the summer term with new class teachers and environment.
- Transition sessions for Year 6 pupils during the summer term or earlier if necessary.
- New school are invited to attend any reviews prior to transition.
- Pupil voice (children are asked their views on an issue either individually or in small groups) from our school council and other groups that are created.



Staff Training

- All teachers have Qualified Teacher Status and our teaching assistants have a minimum of a level 2 qualification.
- All staff are either teachers of or are supporting children with SEND.
- Medical training to support pupils with medical care plans such as epilepsy, diabetes and epi-pen training.
- Some support staff are trained to use radio aids.
- Support staff have a national accreditation for the deaf.
- Staff have had Speech, Language and Communication training.
- The SENDCo makes presentations to Governors to keep them informed about the level of SEN in the school and the provision for SEN children. This will not refer to individual children and confidentiality will be maintained at all times.
- One of our Governors is responsible for SEN and meets regularly with the SENDCo to discuss training needs and to communicate the level of SEN in the school and the provision for the SEN children.



Staff Training

- Teachers and support staff have a wide variety of qualifications and experience.
- All teachers have QTS.
- All teachers and teaching assistants either teach or support children with SEND.
- Training is provided through the Local Authority. Through SENDCo network meetings, attended by the school SENDCO, managed by the Local Authority and the Carmel Academy Trust, to keep up to date with current SEN legislation.
- Weekly staff training is sometimes used for SEN training. Support assistants have all passed a national deaf awareness course, training was during staff training time.



Staff Training

Members of the staff team have training and qualifications to support a wide variety of needs:

- Medical training to deal with epilepsy, diabetes and allergic reactions.
- Care and use of radio aids.
- All teaching assistants are qualified in a national accredited deaf awareness course.
- All staff (including lunchtime supervisors) have received basic deaf-awareness training, which is regularly updated.
- Speech and Language training.
- All staff have had safeguarding training which is kept up-to-date.
- All teaching assistants have either full first aid or pediatric first aid qualifications.
- Some staff have been trained in Makaton and Communilink signing.
- One member of staff is a trained counsellor and continues to update training including a recent drawing therapy course.



Evaluation of Impact

- The impact when a child takes part within small group sessions or intervention group, is monitored half-termly, to measure the effect that it had upon the child's learning. It is shared with the parent during meetings where necessary. Where difficulties persist, despite high quality interventions and appropriate adjustments, advice and support is requested from other professionals, with the parent's consent and involvement and further assessments taken. The SENCO will contact the most relevant external agency, e.g. Speech and Language, and arrange for your child's needs to be assessed.
- Throughout the last academic year, almost all the children identified with SEND in St. Augustine's made good progress, given their chronological age and prior attainment. Pupil progress is regularly assessed by the teachers through observation, marking and assessments. Assessment by testing occurs at the end of the academic year, both formal and informal where appropriate. Pupil profile meetings are held termly between the teacher, the assessment co-ordinator and the Headteacher, where every child's progress and attainment is reviewed. Children who are identified as not making sufficient progress will have an intervention programme created; tailored to meet their specific needs.
- The impact of the provision provided has been to improve access to the curriculum for all pupils who have SEND. Carefully planned provision, including short term interventions implemented by school staff, together with expertise secured by school, has ensured all children with SEND have been able to access areas of the curriculum that would not otherwise been accessible to them.
- Children may be taken off the Special Educational Needs register when they have made sufficient progress, and some children were removed from the register last year as a result of successful interventions.



Further information to support this document can be found at the following links

[SEN Code of Practice
\(graduated response\)](#)

[Local Authority's Local
Offer](#)

[St. Augustine's Complaints
procedure for SEND](#)



Further information to support this document can be found at the following links

Policies for identifying children and young people with SEN and assessing their needs
Policies to be found on school website:

[Inclusion Policy](#)

[SEN Policy](#)

[Behaviour](#)

[Disability](#)

[Equality and Diversity](#)

[Looked after children policy](#)

Equal Opportunities for pupils (based upon the Equality Act 2010)

Procedures for identifying pupils with SEN and for monitoring their progress will be clear, effective and straightforward. All procedures will take account of the new SEND reforms. Parents will be fully informed at every stage and the views of both parents and pupils taken into account.



Complaints

- If you are not happy with the SEND provision at the school, please contact the class teacher or SENDCo or the Headteacher, to share your concerns.
- You can find the complaints policy [here](#).



Keeping in touch

- Mrs M McCollom – Headteacher
- Mrs L Thompson - SENDCO
- St Augustine's RC Primary School, Beechwood Avenue, Darlington, County Durham, DL3 7HP
- 01325 380819
- www.staugustinesacademy.org.uk
- enquiries@staugustinesacademy.org.uk

- [Darlington Send Council Website www.darlington.gov.uk/education-and-learning/special-educational-needs-and-disabilities/](http://www.darlington.gov.uk/education-and-learning/special-educational-needs-and-disabilities/)
- [Parent Partnership www.darlington.gov.uk/education-and-learning/special-educational-needs-and-disabilities/](http://www.darlington.gov.uk/education-and-learning/special-educational-needs-and-disabilities/)

- Carmel Trust Website www.carmeleducationtrust.org.uk
- Academy Contact – Ms M Regan 01325 254525

