



**ST. AUGUSTINE OF CANTERBURY CATHOLIC
PRIMARY SCHOOL**

SEN Information report

Mission Statement

"I called you by your name, you are mine." Isaiah 43

The mission of our school is to support and further the teachings of Christ and His Church.

We welcome and embrace individuals of all abilities and cultural backgrounds.

We aim to enhance and celebrate their moral, physical, social and emotional development, so that they may reach their full potential in an atmosphere of stability, care and respect.

We believe that education is for all and in partnership with parents, carers, children and the wider Catholic community: we will strive and succeed in a wholly inclusive setting.

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School SEN information report

At St Augustine of Canterbury staff work to support **all** the pupils to achieve and succeed to the best of their ability. We believe that quality first teaching is vital to achieve this aim, and the teaching and learning throughout the school are subject to regular scrutiny, review and development to ensure that we are meeting the needs of all children. However, for some children there are times when further additional support may be needed to help them achieve their targets, and it is at this stage when the Special educational needs co-ordinator gets involved.

Mrs Angela Liggins (SENCo)

As SENCo, I am responsible for the operation of the special educational needs policy within the school and the co-ordination of the provision made to support individual children with SEN.

I liaise with all teaching staff to monitor the pupil's progress and identify, organise and plan further assessments and interventions where progress is slower than expected.

I communicate with parents to keep them informed of any concerns the school may have regarding SEN and their child, and of any interventions their child receives and the outcomes of those interventions.

If a child is not progressing as expected we may carry out a range of assessments in order to identify any potential problems.

These include:

Lucid Rapid Dyslexia screener- swift, objective and accurate indication of dyslexia.

YARC- York Assessment for Reading Comprehension

Speech and Language Link- used to test a child if there is a concern regarding spoken or understanding of language

I also have regular contact with a range of external agencies who are able to give more specialised advice when necessary to support individual pupils including the Children's therapy team of speech and language and our Educational Psychology service.

If you have any concerns regarding SEN matters please do not hesitate to contact me.

I also teach pupils entitled to **Pupil Premium** funding in small groups or in a 1:1 situation using individual targets planned by the child's class teacher.

I am also responsible for co-ordinating the additional support given to children who are deemed to be **Gifted or Talented**. These are children who show strength in a particular subject.

There are many SEN terms that are abbreviated which can lead to confusion. Below is a glossary of the most used SEN terms.

AAP	Attendance Advisory Practitioner
ADD	Attention Deficit Disorder
ADHD	Attention deficit hyperactivity disorder
ASD	Autism Spectrum Disorder
BESD	Behavioural Emotional and Social Difficulties
CAF	Common Assessment Framework
CAMHS	Child and Adolescent Mental Health Service
COP	Code of Practice
CP	Child Protection
DCD	Developmental Co-Ordination Disorder
EAL	English as an Additional Language
EHCP	Education, Health and Care Plan
EP	Educational Psychologist
FSM	Free School Meals
GDD	Global Developmental Delay
HI	Hearing Impairment
IEP	Individual Education Plan
ISR	In School Review
KS	Key Stage
LAC	Looked After Child
LEA	Local Education Authority
MLD	Moderate Learning Difficulty
NC	National Curriculum
ODD	Oppositional Defiant Disorder

OT	Occupational Therapist
PSP	Pastoral Support Programme
SALT	Speech and Language Therapy
SEN	Special Educational Need
SEND	Special Educational Need and Disability
SENCO	Special Educational Needs Co-ordinator
SLD	Severe Learning Difficulty
SPLD	Specific Learning Difficulty
VI	Visual Impairment

Children and Families Bill 2013

The Children and Families Bill 2013 takes forward the Coalition Government's commitments to improve services for vulnerable children and support strong families. It underpins wider reforms to ensure that all children and young people can succeed, no matter what their background. The Bill will reform the systems for adoption, looked after children, family justice and special educational needs.

The Government is transforming the system for children and young people with Special educational Needs (SEN), including those who are disabled, so that services consistently support the best outcomes for them. The Bill will extend the SEN system from birth to 25, giving children, young people and their parents/carers greater control and choice in decisions and ensuring needs are properly met.

It takes forward the reform programme set out in 'Support and Aspiration: A new approach to special educational needs and disability: Progress and next steps' by:

- replacing statements and learning difficulty assessments with a new birth to 25 Education, Health and Care Plan, extending rights and protections to young people in further education and training and offering families personal budgets so that they have more control over the support they need;
- improving co-operation between all services that support children and their families and particularly requiring local authorities and health authorities to work together;
- requiring local authorities to involve children, young people and parents in reviewing and developing provision for those with special education needs and to publish a 'local offer' of support.

What is the Local offer?

The local offer was first introduced in the 'Green Paper (March 2011) as a "local offer of all services available to support disabled children and children with SEN and their families. This easy to understand information will set out what is normally available in schools to help children with lower level SEN as well as the options available to support families who need additional help to care for their child."

What will it do?

The Medway framework will allow the Local Offer to provide parents and carers with information about how to access services in their area, and what they can expect from those services. With regard to Education, it will let parents/carers and young people know how schools and colleges will support them, and what they can expect across the local settings. This is currently available on Medway Council's website by searching 'Local offer' or by clicking on the link below:

<http://www.medway.gov.uk/carehealthandsupport/supportfordisabilities/medwayslocaloffer.aspx>

There are a series of questions devised in consultation with parents and carers and other agencies which reflect their concerns and interests. These will be answered by agencies, schools and colleges to provide information to parents and carers to enable them to make decisions about how best to support their child's needs.

Below are St Augustine of Canterbury's responses to these questions.

1. How does St. Augustine of Canterbury Catholic Primary School know if children need extra help?

We know when children need help if:

- Concerns are raised by parents/carers, teachers, teaching assistants or the child's previous school or setting
- they fail to make expected progress
- attainment is below national expectation
- there is a change in the child's behaviour
- they have been identified as needing extra help by the Children's Therapy Team or have a medical diagnosis

What should I do if I think my child may have special educational needs?

If you have any concerns then contact your child's teacher or Mrs Liggins, the SENCo.

2. How will I know how St. Augustine of Canterbury Primary School supports my child?

Each child's learning is planned by the class teacher; it is differentiated to support the child's individual needs. This may include additional general support by the class teacher or teaching assistant in the classroom as part of our quality first teaching.

Pupil progress meetings are held each term. This is a meeting where the class teacher meets with the Head teacher, Deputy Head and SENCo to discuss the progress of the children in their class. This shared discussion may identify any potential problems in order for further support to be put into place. If a child has needs that are related to a specific area of the curriculum, such as spelling, reading, writing or maths, he/she will be placed in a small intervention group and you will be informed that the additional support is being provided.

The interventions vary in length of time but will be regularly reviewed by the SENCo and class teacher to ascertain the effectiveness of the provision and the impact it has had. The monitoring will also help to inform future planning for the child.

Occasionally a child will need expert support from an outside agency such as the Children's Therapy Team, Paediatrician etc. In these cases the SENCo will liaise with parents to complete referral forms for the appropriate agency. In most cases, after assessment has been made by the outside agency, a programme or strategies will be provided for the school and parents/carers to follow to support the child.

The Governors at St Augustine of Canterbury are responsible for entrusting a named person to monitor the Safeguarding and Child Protection procedures. In a support and challenge role the Governors ensure that the school is as inclusive as possible and treats all children fairly. They monitor and review all statutory policies as defined by the DfE.

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

When a child has been identified with additional needs, their work will be differentiated by the class teacher to allow them to access the curriculum and all activities in line with their peers.

Teaching assistants may be allocated to work with individual children or in small focus groups to target more specific needs.

If appropriate, specialist equipment may be given to the child eg writing slopes, concentration cushions, pencil grips or easy to use scissors.

4. How will I know how my child is doing?

You will be able to discuss your child's progress at parent's evenings. All teachers are usually available at the end of the school day to speak to you if you have a concern, but appointments can be made to speak in greater detail to the class teacher or the SENCo by visiting the school office.

You can write a message for the adults working with your child in the Home-School contact books that should come home every night and be returned to school every morning.

Targets are sent home three times a year. These are usually set by the class teacher, however children with more specific individual needs may also have targets set which are related to their Educational, Health and Care plans or individual school support plans where applicable.

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

At the beginning of the academic year, you will be invited to a meeting during which the class teacher will share key information about the curriculum and learning for each year group and will also suggest ways in which you can help your child.

Class teachers are usually available at the end of the school day to answer any questions. The class teacher may suggest ways of supporting your child's learning through messages in the Home school contact book.

Mrs Liggins may meet with you to discuss how to support your child. This would normally follow on from any in school assessments completed with your child or if Mrs Liggins has initiated an Early Help Assessment (EHA). Mrs Liggins may also meet with you to discuss strategies to use if there are problems with a child's behaviour or emotional needs.

If outside agencies have been involved, they will provide a report which indicates suggestions and ideas that can be used both at home and in school.

5. What support will there be for my child's overall well-being?

Members of staff are readily available for children who wish to discuss issues and concerns. Some children may attend social skills groups to help them when appropriate.

They may also attend nurture group sessions run by Mrs Liggins who has attended and passed accredited training on running a Nurture group (September 2016).

To make the playground a happy place we have playground friends and a buddy bench. We have the holy garden.

We would be able to refer children to an external therapy service if they are experiencing personal issues and require the support of a counsellor or therapist.

If a pupil has a medical need then a detailed care plan is compiled in consultation with parents/carers. This plan is discussed with all staff who are involved with the child.

Where necessary and in agreement with parents/carers medicines are administered in school but only with signed parental consent and with medicines in their original packaging to ensure the safety of both child and staff member.

The school does not tolerate any form of bullying. If children feel they are being treated unkindly or bullied by other children the situation is swiftly dealt with (See Anti-Bullying Policy).

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

It is sometimes necessary to consult with outside agencies to receive specialist advice and expertise to support individual or groups of children.

Agencies used by the school include:

- Children's Therapy Team-SALT (Speech and Language)
- Marlborough Outreach Team
- Bradfields Outreach team
- School Nurse
- Educational Psychologist
- CAMHS (Child & Adolescent Mental Health Service)
- Child Protection Advisors
- Social Services
- Medway Hospital (Paediatrics)
- Medway Early Help team
- Inclusion team

An Educational Psychologist is allocated to each school. He/she would normally only work directly with children whose needs are felt to be quite considerable and have not responded well to the interventions previously put in place for them. This involvement is generally planned at the ISR (In school review). These meetings are held three times a year between school staff and where appropriate, other professionals. The aim of the ISR is to gain a deeper understanding of and try to resolve a pupil's difficulties. In order to help understand the child's educational needs better, the psychologist will generally meet with the parent and give feedback after the assessment has been completed. He/she will offer advice to the school and parents/carers on how to best support the child in order to take their learning forward.

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

All members of staff have received training related to SEND and the new Code of Practice 2014. Mrs Liggins has completed and achieved the National SENCo award and has completed accredited training on running a Nurture group.

The school have teaching assistants who have received Language for Learning and Speech Link training to enable them to deliver more specialised support for children who have individual speech and language programmes. We also have teaching assistants who are able to deliver sensory and motor skills programmes to help support children.

Staff working with children who have a diagnosis of Autism (ASD) receive training to support these pupils.

8. How will my child be included in activities outside the classroom including school trips?

All pupils at St Augustine of Canterbury are eligible to participate in activities, events and educational visits. Risk assessments for all activities and school trips are carried out and procedures put in place to enable all children to fully participate.

If a Health and Safety risk assessment suggests that an intensive level of 1:1 is required, a parent/carer may be asked to accompany their child during the activity in addition to the usual school staff.

9. How accessible is the school environment?

Facilities in place at present include:

- Ramps in the building to make the building accessible to all
- Wide doors in some parts of the building
- One toilet with wheelchair access and adaptations for disabled users

10. How will the school prepare and support my child when joining St Augustine of Canterbury school or transferring to a new school?

At St Augustine of Canterbury we understand that joining or moving from a school can be distressing for some children and therefore our aim is to make the transition for your child as smooth as possible.

Parents/Carers and their children are invited into school to see the school, meet the head teacher and their child's teacher. They will also meet the School Nurse who will inform them of the pattern of health checks that their child will have throughout their first year in school and to be available for the parents to talk to her if they have any concerns.

Parents and their children are invited to come into school again to spend some time in the Early Years classroom, listen to a story etc.

The Early Years teacher will liaise with nursery staff at the child's previous setting to gain a good picture of the child before they begin primary school.

Each child is invited into school along with their parent to meet the Early Year's staff to discuss any concerns they have and to discuss the various milestones of development that their child has reached.

Parents of children transferring to St Augustine of Canterbury from another school or country are invited to meet the head teacher with their child. This is also a time to discuss the child's specific needs. We also have trained Language Ambassador pupils who can support those children who have English as an Additional Language to settle into school.

11. How are the school's resources allocated and matched to children's special educational needs?

The budget for SEN is allocated each financial year and is used to provide additional support or resources to meet the needs that have been identified and prioritised by the school. These can change from year to year, depending on the children in the school and their individual needs. Additional support or resources may be allocated if a concern is raised by the class teacher or parents at any point in the year or after discussion at Pupil Progress meetings or In school reviews. For children with a high level of need the school can apply for additional 'top up' /High needs funding from the Council to help individual needs further.

Pupil premium funding should also be used to support children's learning.

Pupil Premium

Pupil Premium is a sum of money allocated to schools in addition to core school funding to work with children who have been registered for free school meals at any point in the last six years (known as 'Ever 6 FSM'). Schools also receive funding for children who are Looked After, and children of service personnel.

Schools are held accountable for their decisions about how they use the funding through; performance tables which show the attainment of disadvantaged children compared with their peers and through the Ofsted Framework under which inspectors focus on the attainment of pupil groups, in particular those who attract pupil premium.

12. How is the decision made about how much support my child will receive?

When a child joins St Augustine of Canterbury the school support is allocated on the information provided by the feeder school. Usually this will involve additional teaching assistant support to focus on individuals or groups of children.

During their school life, if further concerns are identified due to a child's lack of progress or well-being then additional support will be provided. Pupil progress is reviewed regularly.

Occasionally, children may need 1:1 support in the classroom, but it is always our aim to help the child become as independent a learner as soon as possible.

If your child has a medical need, a detailed care plan is compiled in consultation with parent/carers. These plans are shared with all staff who are involved with the child to ensure that the care plan is understood and followed.

Occasionally, a child with an Educational Health and Care (EHC) plan has individualised needs that exceed the level of provision the school can provide from its Special Needs budget. In these cases advice and additional funding will be applied for from the Local Authority.

13. How will I be involved in discussions about and planning for my child's education?

We encourage all parents to contribute to discussions about their child's education. This may be through:

- discussions with the class teacher/Mrs Liggins as appropriate
- During parents evenings
- Through Early help meetings
- Meetings with other professionals
- Parents of pupils with an EHC plan will be invited to attend a child centred review to discuss the progress made by their child against their individual targets.
- Carers of Looked After Children (LAC) attend PEP 'pupil centred review' meetings to discuss the child's targets on the plans.

14. Who can I contact for further information?

If you would like to discuss your child's educational needs you can contact the school office to arrange an appointment with either Mrs Prestidge (Head teacher), your child's class teacher or Mrs Liggins (SENCo).

SEN Information report: Reviewed and Updated November 2017

Reviewed by: Angela Liggins

