

St Augustine's CE (A) Primary School

**SEND Information report (Local Offer)
2020**



(review January 2021)

SEND Information Report

Here is the St Augustine's SEND Information Report for children with Special Educational Needs and Disability:

St Augustine's uphold children's right to education and recognise the diverse educational needs within its community. We acknowledge those needs may change and require a range of provision. We believe we have a duty to offer that provision where we can, to foster inclusion and provide full educational access in allowing ALL children to take part in ALL activities, including extra-curricular activities and visits.

Some children need increased support to access learning because:

- a) they have a significantly greater difficulty in learning than the majority of children of the same age;
- b) they have a disability as defined under the Equality Act, which affects their ability to access and benefit from the educational opportunities generally enjoyed by children of the same age.

We will try to ensure that all barriers to equal access in our school are removed or overcome. We monitor and track progress of all children to ensure that the support provided is as effective as possible. We welcome the full engagement of parents and carers and where necessary seek support and advice from specialists outside school to ensure we develop and maintain a range of flexible resources to meet the needs of all children. This should be read in conjunction with the School's SEND and Inclusion Policy.

How we support children to access the curriculum?

- Access to a broad, balanced curriculum which is well differentiated and takes account of different learning styles and children's interests.
- Well- staffed classrooms – at least one teacher and one teaching assistant throughout FS/KS1/KS2.
- Quality first teaching and learning which is well monitored by highly experienced leaders.
- Rigorous pupil tracking systems are in place to ensure the early identification of difficulties.
- Our inclusive practice means that all children are set achievable but ambitious educational targets.
- Where pupils have difficulties, additional support is quickly provided to enable pupils to make good progress.
- Teaching assistants and specialist support is targeted to support children with specific needs.
- Our headteacher works closely with the SENDCO who has dedicated time each week.
- Where a child is in the care of the local authority, the school will work with the local authority, Virtual School and any other external agencies necessary in supporting the child
- The school is inclusive and embraces racial, religious and cultural diversity.
- We celebrate the bilingual skills existing in our school community.
- We welcome all children regardless of disabilities or special educational needs.
- St Augustine's has a strict zero tolerance policy for bullying.

How do we work in partnership with parents and pupils?

- Parent and child opinions are important to us
- Parent and child views are an integral part of SEND reviews
- Children can discuss their strengths and successes as well as their areas for development and aspirations
- Daily communication can take place with parents via a text message system and conversations after school.
- A detailed programme of reviews with parents and professionals to add to the assessment process as well as to review progress towards outcomes is held each year. This includes: 2 parents' consultation evenings a year; comprehensive annual reviews, interim meetings to help children not making expected progress and SENDCO drop in sessions. Additional meetings are held with parents of children with SEND to review progress and discuss the best ways of helping pupils.
- Parents are empowered through family learning sessions. These are held regularly and offer support to enable parents to work with and support their children at home. The topics range from year group specific to whole school appropriate from academic to more pastoral in nature. In addition, regular pastoral coffee mornings are held with the whole pastoral team (and where appropriate other members of SLT) giving parents the opportunity to feedback to school as well as offering support in parenting, social and emotional development and pupil well-being.
- St Augustine's has a dedicated Pastoral Team which includes the SENDCO, full-time Learning Mentor and Home-School Liaison Officer who meet fortnightly with the head teacher to support the needs of our pupils and their families.
- Children regularly use self-assessment to assess their own progress.

How do we identify pupils with SEND and assess their needs?

- The SENDCO works closely with all staff members and the senior leadership team to track academic progress and assess according to the school's detailed and robust assessment system.
- Children working two years outside of year group are assessed against a set criterion to determine any possible SEN needs.
- Children making lower than expected progress are assessed for any additional need.
- The school fund an Educational Psychologist to assess individual children's needs.
- Referrals are made to outside agencies and advice is taken on children's needs from professionals
- Parental concerns are considered, and parents are supported to help their children.
- Boxall profiles are used to identify and assess SEMH needs.
- Regular progress and review meetings are held to update parents about the progress of their child

How do we support a child who needs help with English?

- Individualised Outcome Plan Targets are in place for each child based on attainment to carefully enhance English skills. Support assistants deliver well-planned interventions to allow children to meet their targets.
- Additional reading opportunities are given to readers who run the risk of falling behind.
- Home reading books match phonics levels in KS1 and where relevant KS2 readers have access to them too

- Small intervention groups are put in place for phonics, reading, spelling and handwriting. Successful interventions have included 'NELI' – Nuffield Early Language, RWI phonics, Fresh Start and Better reading.
- Parental family learning sessions are regularly offered dependent on need to enable parents to help their child succeed in reading and phonics.
- All children in FS and KS1 are grouped for phonics and this is taught at set times every day.
- Any children who still require phonics interventions when in KS2, have regular groups delivered by trained teaching assistants, at set times on a daily basis.
- Precision Teaching for specific difficulties – e.g. – phonemes, high frequency words etc.
- Reading Plus programme used in year 6 to enhance individual reading skills.
- Weekly extra reading sessions within year 3 with a volunteer teacher

How do we support children who need help in Maths?

- Individualised Outcome Plan Targets are in place for each child based on attainment to carefully enhance Maths skills. Support assistants deliver well-planned interventions to allow children to meet their targets.
- Targeted small intervention groups are used to develop skills and confidence throughout school.
- The school focuses on the development of basic mathematical and mental maths skills by encouraging the use of practical resources. Staff then help pupils develop their reasoning and problem-solving skills.
- Parental family learning sessions are offered when needed to enable parents to help their child succeed in maths.
- Precision Teaching for specific difficulties – e.g. – multiplication tables, number bonds etc

How do we support Communication and Language development?

- At St Augustine's we work closely with Speech and Language Therapists to enable us to implement Individualised programmes.
- A language rich environment throughout school which prompts excellent conversational skills
- Sulp (Social Use of Language) groups take place for specific children.
- Word Wizard and jolly phonics programmes are delivered with some children in school.
- Interventions personalised to individuals and groups of children are also used successfully in school including talking partners

How do we support pupils who have English as an additional language?

- The SENDCO is the lead person for EAL in school.
- Groups of children are targeted according to the step they are working at and programmes of work are delivered, to support teaching.
- Letters, reports and forms can be translated by our admin staff should parents/carers require this.
- Signs and labels are translated to be displayed around the classroom, where these are needed.
- A rigorous tracking system is used to ensure this group of children are making progress and therefore can be discussed during cohort monitoring.

How do we support pupils in their social and emotional development?

- Behaviour specialist time allocated to specific individuals and groups.
- Pastoral Care Team prepare programmes of work such as; developing self-esteem and friendship groups. Home-school liaison officer for close links with parents/carers.

- Parental family learning sessions are regularly offered tailored to the needs of our parents examples include positive parenting and winter wellness
- Anger management work with individual pupils.
- Bereavement work with individual children – ‘Muddles and puddles’.
- Sulp groups run at regular intervals during the week.
- Referrals to specialist counselling.
- Access to a Specialist pastoral room as and when required
- Assessment of children using the Boxall Profile and pupil questionnaires, so that we can carefully target 1:1 and small group support.
- An excellent behaviour policy which outlines rewards and sanctions throughout the whole school, which involves parents/carers and the pupil themselves.
- Individualised Outcome Plan Targets are set to carefully enhance pupils social and emotional development and boost well-being.
- Personalised timetables, behaviour targets, time out/time in spaces and access to the learning mentor where necessary

How do we support children with sensory needs?

- St Augustine’s successfully teaches pupils with different sensory needs.
- When needed we work closely with the Hearing Support Service and the Visually Impaired Team in order to develop the school environment to make it safe and accessible for pupils with sensory impairment.
- Teaching is multi-sensory.
- Teachers ensure that their classroom environment and teaching is fully inclusive, following the advice of the external support services.
- Classrooms are carpeted to reduce background noise.

How do we support pupils with their physical needs?

- The School is in a Victorian building and as such is as compliant as it can be (to accessibility plans) given the nature of the building
- A disabled toilet with changing facilities is available.
- The school works closely with physiotherapists and occupational therapists to ensure that the environment (and where necessary curriculum) is appropriate and accessible for pupils with various physical needs.
- Staff who work with pupils with physical difficulties are trained in moving and handling procedures.
- Physiotherapists and occupational therapists work closely with staff, where appropriate, to advise and train staff to run individualised exercise programs.
- A variety of resources are readily available in school to assist pupils
- Individual evacuation plans are in place, where needed, to ensure safety in emergencies.

How do we support children’s medical needs?

- All pupils take part in all activities, including extra-curricular activities and visits. Support is put in place to ensure that this can happen safely. Individual needs are addressed in thorough risk assessments.
- Support for medical needs is always available.
- The school has staff trained in paediatric first aid.
- We have members of staff experienced in working discreetly with children who medical needs including diabetes.

- Individualised Care Plans are put in place with the involvement of parents/carers, medical professionals and staff in school.
- We have changing facilities and disabled toilet.
- Staff are trained by medical experts when needs are identified.
- The School works very closely with the School Nursing team to quickly identify and address common concerns e.g. hearing loss.
- Individual special dietary needs are catered for.

How do we support Children's complex needs?

- We work with local special schools.
- Specific training is provided for specific needs.
- We liaise regularly and closely without outside agencies.

How do we support children's personal care needs?

- Intimate and personal care policy is in place and shared with all staff.
- All staff sign and adhere to a 'code of conduct'.
- There is a disabled toilet with a changing area.
- Children are given as much responsibility for personal care as is possible with staff interventions only coming into force when necessary and following strict procedures. Staff will only call parents in an absolute emergency.

How do we support children at unstructured times of the day?

- Playtimes/lunchtimes are seen as an important time of the school day and therefore they are included in the 1:1 support for children with an EHC plan, where appropriate.
- A range of activities including sports and more creative activities are planned for playtimes and lunchtimes and are supervised by staff at all times. We have members of staff supporting children to play at playtimes.
- Individual timetables are in place to support children who find specific times of the day difficult.
- Learning mentor support is utilised at this time of the day and alternative personalised activities to meet the child's social and emotional needs are available where needed

How do we allocate resources?

- The SENDCO works with the head teacher and other members of the Senior Leadership Team to allocate resources.
- The SEN budget is managed carefully to ensure that children with Educational Health Care Plans have their specific needs met, as identified within the plan.
- Individual or specialised equipment is purchased on an individual needs basis.

How do we access support from external agencies?

We also access SEND support, advice and provision available in the Local Authority (Calderdale's Local Offer). These services include:

- The Educational Psychology Service
- The SEN Team
- The School Nurse &/or other Health Professionals
- Education Welfare Service
- SENDIASS Service
- Special Schools
- Specialist Inclusion Services (e.g. ASD Team)
- Children's Social Care

- Children and Adolescent Mental Health Service
- Virtual Schools; to determine the arrangements for supporting children who are looked after by the local authority and have SEND.

The school will also seek support from voluntary and private agencies as required.

How do we monitor progress, and evaluate and review the effectiveness of the provision?

- We use the graduated approach- Assess, Plan, Do, Review -when planning for SEND provision
- Children with SEND are tracked using the detailed and robust whole school assessment tracking system.
- Some children may be assessed at a different age group, according to their own stage of development; however, this still enables progress to be seen.
- Some children in the Foundation Stage (and where appropriate other key stages) are assessed using the Derbyshire Tracker, which again can be used to measure smaller steps of progress.
- Progress is also discussed when children have their Outcome Plan reviewed on a termly basis, where targets are set and reviewed. These are monitored weekly by staff and where appropriate the children themselves.
- Outcomes are reviewed on the Education, Health and Care Plan at the child's Annual Review.
- The SEND register is updated regularly following whole school timetabled assessments and discussions with class teachers and parents.
- Parents are informed when their child is added to or removed from the SEND register.
- Referrals are made to relevant external agencies where needed.
- The SENDCO and SLT work together to ensure resources are available when necessary.
- The SENDCO monitors SEND provision through deep dives, pupil interviews, work scrutiny and parental questionnaires.

How do we prepare and support a child/young person for transition?

- Transition days before September for new starters
- Parents information session for Reception.
- Allocation of a support assistant as soon as possible and introduction before a child starts school (where needed).
- Transition meetings are held with new schools and with parents and transition plans written where necessary.
- Extra transition visits planned to secondary schools with members of the Pastoral Care Team or support assistants.
- Good exchange of information between schools and settings.
- The SENDCO can arrange additional transition arrangements for SEND children if necessary.
- Work with external agencies to prepare children for transitions between settings.
- Within school, children are given additional transition time
- Photographs are used to prepare children for the following year.

How do we ensure all staff are well trained?

- We use training days and staff meeting time to train relevant staff and ensure all staff are up to date with policy and procedure in relation to SEND.
- We work with external agencies to secure relevant and specific training for staff when necessary

How do we deal with complaints regarding our provision for children and young people with SEN?

Parents are able to discuss and share any concerns through:

- Direct meetings with relevant staff – as a school we welcome the opportunity to resolve any potential concerns parents or carers may have.
- Contacting and meeting with our SEND governor John Hellewell
- Completing the parent views section of the EHCP review
- The school website provides contact information to parents.

Contact Details for St Augustine's:

Please contact school if you have any queries or questions regarding SEND at St Augustine's.

Interim Head: Louise Brennan

SENDCO: Liz Homer

Hanson Lane,

Halifax

W. Yorkshire

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admin@st-augustines.calderdale.sch.uk

Contact details for support services for parents/carers of pupils with SEND:

SENDIASS - The SEND (Special Educational Needs and Disabilities) Information, Advice and Support Service (formerly Parent Partnership Service) provides legally based, impartial, confidential and accessible information, advice and support for parents of children and young people with Special Educational Needs or Disabilities about education, health and social care. Contact details: Contact: 01422 266141

UNIQUE WAYS– Meeting other parents with a disabled child can be a huge source of support for families. Many families find it helpful to meet or chat with other families who are in a similar situation to them. Contact 01422 343090

For full details of the entire support provided for parents please follow the link to Calderdale's Local Offer: www.calderdale.gov.uk/localoffer