



St Augustine's Catholic Primary School

SEN Information Report

The Special Educational Needs and Disability Code of Practice: 0 to 25 years (Statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities), effective September 2014, details four broad areas of need as follows:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

For further explanation, please see Appendix A at the end of this information report.

General School Details:	
School Name:	St. Augustine's Catholic Primary School
School website address:	http://www.st-augustines.halton.sch.uk/
Type of school:	Voluntary Academy Catholic Primary School
Description of school:	<p>A small Catholic school situated in the heart of Castlefields.</p> <p>At our school every member of staff is committed to providing a creative, inspirational, challenging and innovative learning environment, where everybody feels safe, secure and ready to learn. Children are encouraged to become responsible, independent learners who are fully equipped with skills for their future. We work hard to ensure strong, positive relationships are developed with children, parents and the wider community. We embrace the diverse backgrounds and cultures around us and develop our children to value these differences and create a strong family of learners.</p>
Number on roll:	88
% of children at the school with SEND:	14.7%
Date of last Ofsted:	March 2018
Awards that the school holds:	Food hygiene award 5 stars
Accessibility information about the school:	<p>St Augustine's school is a single storey site; there is a ramp for wheelchair access in the library. Our school is committed to providing all children every opportunity to achieve their potential in every aspect of school life. When a request is received from parents or the Local Authority for a pupil to attend the school, professional advice from Support Services and other relevant professionals will be sought when necessary, to enable an assessment of the individual's needs to be made. This will include access to the various parts of the school and the requirements of the National Curriculum. Parents and carers of pupils with disabilities will be consulted to identify and where possible, remove any obstacles to learning. Such obstacles could include physical, sensory, learning difficulties or emotional or social development as well as the learning environment experienced within the school.</p>



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Documentation available:			
Are the following documents available on the schools website?			
Equality & Diversity	Single Equality Policy	SEN policy	Yes
Pupil Premium Information	Yes	Safeguarding Policy	Yes
Complaints Procedure	Yes	Behaviour Policy	Yes
Range of Provision and inclusion information:			
How we identify special educational learning needs as a school and how we involve pupils and their parents in planning to meet them.	<ul style="list-style-type: none"> When pupils have identified SEND before they start here, we work with the people who already know them and use the information they already have available to identify how we can best meet their needs in our school setting If you tell us you think your child has SEN we will discuss this with you and investigate. We will share with you what we find out and agree next steps with you as to how we can all help your child. If your child does not appear to be making the same level of progress as other children of their age we will undertake assessment in school and by using other professionals to identify possible barriers to their learning. Parents and carers will be involved at all stages. We are child and family centred so you will be involved in all decision making about your child's support. You will be invited to a meeting and will have regular updates regarding the progress your child is making. When we assess SEN, we discuss if understanding and behaviour are the same at school and at home; we take this into account and work with you so that we are all helping your child in the same way. We will write school based support plans (SBSP's), which outline the support your child will receive and their individual targets, with pupils and parents / carers. Parents and carers of children who are school based support are invited in to review, enhanced provision review take place once a year and parents evenings take place twice per year. However, we are always available to discuss your child. We use a graduated approach of assess, plan, do, review to ensure that targets are being met, they are appropriate to the child and that their progress is reviewed. 		
What extra support we bring in to help us meet SEN: specialist services, external expertise & how we work together. For example health, social care, local authority support services and voluntary sector organisations.	<ul style="list-style-type: none"> We have support from specialist teachers and support staff for accessing the curriculum and additional input for specific needs e.g. speech, language and communication, visual and hearing impairment, behaviour related difficulties, autism spectrum conditions, moderate / severe learning difficulties. We get support from local authority services and local special schools who provide outreach. We get support from occupational therapy and physiotherapy for pupils who require this input and specific resources. We get support from specialist and professional agencies to train our staff; advise on strategies and programmes and we will make referrals for assessment if we believe they need a period of therapy. We will hold multi-professional meetings with parents and the pupil where necessary to review the child's progress. At these meetings the following types of discussions will take place; what will be put into place in school to make teaching and learning more effective; agree targets for pupils achievement; agree how we will work together and what we each will do; agree a review date to explore how well the pupil is doing and whether we are making a difference and what we will do next. This information is recorded to ensure accountability. 		
How we provide access to a supportive environment;	<ul style="list-style-type: none"> Specialist equipment to support the curriculum Individual work spaces 		



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<p>ICT facilities / equipment/ resources etc.</p>	<ul style="list-style-type: none"> • Access to ICT resources such as IPad, laptop, visualiser • Prompt and reminder cards for organisation • Symbols and visual prompts
<p>What strategies / programmes /resources are available to support speech & language and communication including social skills?</p>	<ul style="list-style-type: none"> • Intervention from speech and language therapist • Delivery of personal speech and language programme • Support from classroom assistant within class • Support from SENCO/specialist TA for small group or individual • Range of language resources and programme materials
<p>Strategies to support the development of literacy (reading / writing)</p>	<ul style="list-style-type: none"> • Small group support in class for guided reading / writing • Individual daily reading to teaching assistant / teacher • Reading schemes for 'struggling' readers • Withdrawal into target groups for intervention programmes aimed at developing reading / writing skills • Delivery of a planned SpLD programme by a skilled teaching assistant • Use of ICT to support pupils through programmes such as Nessy, Wordshark.
<p>Strategies to support the development of numeracy</p>	<ul style="list-style-type: none"> • Small group support in class through guided teaching • Withdrawal in a small group for 'catch up' maths activities using specific programmes such as Numicon, Numbershark, Max'x Marvellous Maths etc. • Withdrawal by teaching assistant for 1:1 support • Use of specialist maths resources online for reinforcement
<p>How we adapt the curriculum and modify teaching approaches to meet SEN and facilitate access.</p>	<ul style="list-style-type: none"> • Personalised and differentiated curriculum • Small group support in class from classroom assistant or teacher • 1:1 support in the classroom from a teaching assistant to facilitate access through support or modified resources • Specialist equipment • Individual plans (educational, behaviour, pastoral) • Time spent in a year group more appropriate to the needs of the child • School / year group provision mapping • Strategies put into place as provided by professionals / specialist services / outreach
<p>How we track and assess pupil progress towards the outcomes that we have targeted for pupils (including how we involve pupils and their parents / carers). What we do when provision or interventions need to be extended or increased and how we evaluate their overall effectiveness.</p>	<ul style="list-style-type: none"> • Target setting /Tracking/Classroom Monitor and Pupil Progress meetings with teachers • School Based Support plan targets and review • Individual support plans • CAF • External professionals undertaking assessment • Initial meeting to set targets with parents and children and regular review of targets with child / parents • Application for enhanced provision or Education health and Care plan to supply addition support.
<p>Strategies / support to develop children's independent learning</p>	<ul style="list-style-type: none"> • Use of individual timetables and checklists • 'Chunking' of activities • Task cards • Individual steps to success • Visual prompts • 'PSHCE' / personal development targets • Nurture Group • Social Skills Group
<p>Support / supervision at unstructured times of the day including personal care arrangements</p>	<ul style="list-style-type: none"> • Named midday supervisor at lunchtimes • Individual pastoral support plans which specify break and lunchtime provision • Playtime buddy system • Supporting staff employed responsible for personal care for named pupils



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<p>Extended school provision available; before and after school, holidays etc</p>	<ul style="list-style-type: none"> • We offer a breakfast club. • We offer a range of lunchtime and after school activity / sports clubs for pupils of different ages.
<p>How will we support pupils to be included in activities outside the classroom (including school trips) working alongside their peers who do not have SEN.</p>	<ul style="list-style-type: none"> • All children are included in outdoor learning, class based trips and residential visits and visitors to the school. • Children are supported where necessary and additional adult support is provided for children with additional needs. • Risk assessments are carried out and strategies implemented to ensure full inclusion for all of our pupils.
<p>Strategies used to reduce anxiety, prevent bullying, promote emotional wellbeing and develop self-esteem including mentoring.</p>	<ul style="list-style-type: none"> • Planned support from teaching assistant • Meet and greet at start of day • Parental contact daily through home-school book • Referral to CAMHS • Nurture groups in place • Individual pastoral support plan • Identified mentor
<p>What strategies can be put in place to support behaviour management?</p>	<ul style="list-style-type: none"> • Use of the schools behaviour policy • Individual behaviour plans in place • Social skills / behaviour group using social skills programme • Daily behaviour record • Time-out support • Reward system • Support and intervention from outreach behaviour specialist e.g. Brookfields • Individual pastoral support plan • Strategies in place for unstructured times of the day e.g. alternative location for break time • Key worker identified
<p>How we support pupils in their transition into our school and when they leave us and in preparing for adulthood.</p>	<ul style="list-style-type: none"> • Transition co-ordinator in school • Regular meetings with parents • Transition plans for individual children • Risk assessments completed • Close links with Halton transition lead • Work with parent partnership • Social stories and visual prompts for pupils • Work through PSHCE on managing and preparing for change • Programme of visits • Longer term links with secondary schools to increase familiarity • Enterprise activities to deal with handling a budget
<p>Access to strategies, resources, programmes, therapists to support occupational therapy / physiotherapy needs and medical needs.</p>	<ul style="list-style-type: none"> • Intervention from physiotherapy / occupational therapy team • Assessment and individual programmes • Specialist resources • Delivery of planned intervention programme by skilled member of school staff. • Close liaison with medical staff where required • Staff training for managing particular medical needs
<p>Extra support for parents and carers and pupils offered by the school/how parents are involved in their child's education.</p>	<ul style="list-style-type: none"> • Pupils' views are very important to us and we have an active school council. • We hold regular parent workshops in school. • We hold weekly Stay and Learn sessions for EYFS and KS1. • The school will signpost appropriate groups and organisations to you which are relevant for your family's needs including Halton SEND (Parent Partnership) • The school works closely with the local authorities' iCart team and will support families through a CAF. • The school invites parents in for a target setting/ review meeting every term so that the parent can be involved in setting them and is aware of



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	<p>how they can support their child at home.</p> <ul style="list-style-type: none"> The school has an open door policy and parents are always welcome to discuss their children at any time.
How additional funding for SEN is used within the school for individual pupils.	<ul style="list-style-type: none"> Schools receive funding for all pupils including those with special educational needs and disabilities and they meet pupil's needs through this (including additional support and equipment). The local authority may contribute if the cost of meeting an individual's needs is more than £10,000 per year. If the assessment of a pupils needs identifies something that is significantly different to what is usually available, there will be additional funding allocated.
Arrangements for supporting pupils who are looked after by the local authority and have SEN. Including examples of how pupil premium is used.	<ul style="list-style-type: none"> St Augustine's monitors the attainment and progress of all learners carefully and seeks to address any areas of weakness quickly. This includes monitoring children who are looked after by the local authority. The progress of all vulnerable groups will be assessed, monitored and discussed at half termly pupil progress meetings with the Assessment Co-ordinator and Headteacher. In Halton Pupil Premium is not automatically allocated to 'looked after' pupils but the school will apply for it if there is a need for extra funding identified in order to provide; <ul style="list-style-type: none"> Specific interventions IPads Additional classes before / after school Additional staffing

CPD and Experience: Expertise and training of school based staff about SEN, CPD details

St Augustine's is committed to raising staff expertise in the area of SEND and disability and seeks to provide a comprehensive training programme for all staff so that they are equipped to meet the needs of all children they teach.

Initials of person	Area of expertise	Level
NS	ECAF training Critical Incident training Online Boxall training ASD Conference Dyscalculia and Dyslexia	Specialist Specialist Specialist Awareness Enhanced
EB	SEND (National Award for SEND Coordination PG-Cert) Maths and More- with reference to SEND Critical Incident Training Emotion Coaching conference ECAF training ASD Conference Safeguarding - Working Together Online Boxall training Literacy First - Teacher Assessment @KS1 Life skills (anxiety intervention) training A mastery approach to English in KS1 (with reference to SEND)	Specialist Enhanced Specialist Awareness Specialist Awareness Enhanced Specialist Enhanced Enhanced Awareness
PJ	Reciprocal Reading Accelerated Reader Maths subject leader Working together 3 day Safeguarding training	Specialist Specialist Specialist Specialist
BP	Talk for Writing	Awareness



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		Awareness
KW	Reciprocal Reading Talk for Writing Read, Write Inc phonics Bar Modelling Maths using concrete apparatus	Specialist Enhanced Specialist Enhanced Enhanced
AS	Read, Write Inc	Specialist
JE	Talk for writing Read, write Inc Phonics Talk Boost Developing Fluency EYFS	Enhanced Specialist Enhanced Specialist
MB	HLTA training	Enhanced
KM	HLTA training Teaching Interventions in Maths Supporting pupils with spelling difficulties Better reading support partners Using films to inspire creative writing	Enhanced Enhanced Awareness Enhanced Awareness
AMc		
All staff	Administering medicines	Enhanced
All staff	Autism Awareness and strategies	Enhanced
All staff	Safeguarding refresher	Enhanced
All staff	Safeguarding	Enhanced
All staff	Prevent training	Awareness
SENCO name / contact	Mrs Elizabeth Boyde	
Headteacher name / contact	Mrs Nedra Sothern	
Completed by:	Elizabeth Boyde	Date: September 2018

Appendix A

Broad areas of SEND taken from SEND Code of Practice 0-25 effective September 2014

Communication and interaction

6.28 Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

6.29 Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.



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Cognition and Learning

6.30 Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

6.31 Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

6.32 Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs

6.34 Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link).

6.35 Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.