

## **SEND Information Report 2023-2024**

This Special Educational Needs and/or Disability (SEND) Information Report has been compiled using the information required as set out in the Special Educational Needs and/or Disability Code of Practice and Regulations 2014. **SEND Broad Areas of Need** (Appendix A of this information report provides more information).

The SEND Code of Practice: 0-25 years, details these as:

- |   |                                  |
|---|----------------------------------|
| 1. Communication and Interaction                    | 2. Cognition and Learning        |
| 3. Social, Emotional and Mental Health difficulties | 4. Sensory and/or Physical Needs |

<b>General School Details:</b>	
School Name:	St Augustine's Catholic Primary and Nursery School
School website address:	<a href="https://www.st-augustines.halton.sch.uk/">https://www.st-augustines.halton.sch.uk/</a>
Type of school:	Mainstream Primary School Voluntary Aided
Description of school:	This is a smaller than average Primary School situated in the Castlefields area of Runcorn. The vast majority of our pupils are of white British heritage but the range of current ethnicities continues to grow. The proportion of pupils eligible for the pupil premium is well above the national average. The proportion of pupils who are disabled or have special educational needs is well above the national average.
Does our school have resource base? Yes or No  If Yes please provide a brief description.	No
Number on roll:	137
% of children at the school with SEND:	26%
Date of last Ofsted:	September 2023
Awards that the school holds:	School Games Gold Artsmark Silver Science Quality Mark Healthy Schools Reading Quality Mark
Accessibility information about the school:	We are a single story site There are two disabled parking spaces in the car park. There are 8 entrances to the school that are wheelchair accessible. We have a stair lift which leads down a small set of stairs from the main school into the hall. The school field, adventure centre and reading cabin are wheelchair accessible. Within the school building there is a disabled toilet, containing changing facilities. The school also has a sensory room, trim trail, EYFS outdoor play provision - including multi sensory equipment such as climbing wall and water features.

Please provide a web link to your school's Accessibility Strategy	<a href="https://www.st-augustines.halton.sch.uk/">https://www.st-augustines.halton.sch.uk/</a>		
Expertise and training of school based staff about SEND. (CPD details) Please comment specifically in relation to autism and include dates.	Interim Headteacher Team Teach trained 1x Teacher National Award for SEN co –ordination 1 x Supporting children with Down's Syndrome (Maths and English) 4x staff trained with NHS Tube Feeding 2 X TA ELSA trained 1x TA ELKLAN trained 2 X staff trained in Mental Health First Aid All staff – Asthma and Allergy training. All Staff – Makaton training All Staff- Autism Awareness		
Documentation available:	Are the following documents available on the schools website?  If yes please insert the link to the documents page.	SEND Policy	Yes
		Safeguarding Policy	Yes
		Behaviour Policy	Yes
		Equality and Diversity	Yes
		Pupil Premium Information	Yes
		Complaints procedure	Yes

<b>Range of Provision and inclusion information:</b>	
<p>How we identify special educational learning needs as a school and how we seek the views, opinions and voice of pupils and their parents in planning to meet them.</p>	<p>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 manage the particular needs within a mainstream setting.</p> <p>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.</p> <p>We follow the Graduated Approach carefully, ensuring the 'assess, plan, do and review' stages are implemented.</p> <p>If your child does not appear to be making the same level of progress, whether academic, social or emotional, as other children of their age, we will undertake assessment in school and if appropriate, consult outside agencies, to identify possible barriers to their learning.</p> <p>Parents and carers will be involved at all stages. We adopt a person centred approach so you will</p>

	<p>be consulted in all decision making about your child's support.</p> <p>We will ensure that Parents are given the details for Halton SEND Partnership where they can access additional advice and support if necessary.</p> <p>When we assess pupils, we discuss if specific issues and behaviours presented 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.</p> <p>We will write individual support plans (SBSP) with pupils and parents / carers, which will be reviewed regularly.</p>
<p>What extra support we bring in to help us meet SEND: specialist services, external expertise and how we work together. For example health, social care, local authority support services and voluntary sector organisations.</p>	<p>When necessary, we receive support from specialist and professional agencies, including specialist teachers from the SEN assessment team, who provide training for our staff; advise on strategies and programmes and will make referrals for further assessments, if we believe they support the child.</p> <p>The SENCO attends half termly Group Consultations, led by two Educational Psychologists and various other agencies such as CYPMHS, where individual pupils are discussed and advice is given, and strategies shared with the SENCO or school staff attending.</p> <p>Where appropriate we can access 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.</p> <p>We can access support from local authority services and local special schools who provide outreach as well as seeking support from our Academy Trust Inclusion Team.</p> <p>We can access support from occupational therapy and physiotherapy for pupils who require this input and specific resources.</p> <p>We also get support from a school nurse who produces care plans for pupils with medical needs. Where appropriate we hold multi-agency meetings with parents, and seek the pupils view to review the child's progress. At these meetings we consider such things as: actions to support</p>

	learning, targets for achievement and agree ways to work together. A review date is always set to evaluate progress. This information is recorded to ensure accountability.
How we provide access to a supportive environment; ICT facilities/equipment/resources/facilities etc.	<p>Specialist equipment to support the curriculum.</p> <p>Individual workspaces</p> <p>Access to a range of ICT resources such as iPad/laptops and APPs to support pupils with Hearing/Visual impairments.</p> <p>Adaptations to furniture and classroom layout</p> <p>Each classroom has a quiet working bay for small group work</p> <p>Adaptations to the curriculum to ensure inclusive practice</p> <p>Prompt and reminder cards for organisation</p> <p>Symbols and visual prompts – e.g. visual timetables</p>
What strategies/programmes/resources are used to support pupils with autism and social communication difficulties?	<p>Following undertaking Boxall Profile, an individual plan is created which includes strategies and resources to help support individual pupils</p> <p>SEN Team are regularly consulted regarding individuals - strategies and plans are shared with staff and included into individual Support Plans, which are regularly reviewed with pupils and parents/carers</p> <p>Access to quiet/safe areas when needed</p> <p>ELSA</p> <p>Bucket Therapy</p> <p>Intensive interaction</p> <p>Visual timetables,</p> <p>‘Now and Next’ cards, interactive games, social stories are some of the resources used regularly with individuals</p>
What strategies/programmes/resources are available to speech and language difficulties?	<p>Regular consultation with SALT (Communicate)</p> <p>Delivery of personalised speech and language programme, as specified by speech and language therapist</p> <p>Identified support from teaching assistant within class for pre-learning vocabulary</p> <p>Identified support from teacher/ TA for small group or individuals.</p> <p>Range of language resources and programme materials</p> <p>ELKLAN trained EYFS Specialist</p> <p>Welcomm</p>
Strategies to support the development of literacy (reading /writing).	<p>Quality first teaching, Literacy Company</p> <p>Pathways to Write – differentiated to meet the child’s needs</p> <p>All staff T4W trained.</p> <p>Small group support in class for guided reading / writing</p> <p>Pathways to Read and Write</p>

	<p>Withdrawal into target groups for intervention programmes aimed at developing reading / writing skills</p> <p>RWI – targeted phonic support</p> <p>Year 6 booster sessions carried out in preparation for SATS</p> <p>Extra targeted guided reading sessions delivered by teacher / teaching assistant</p> <p>Individually targeted daily reading with teacher / teaching assistant</p>
<p>Strategies to support the development of numeracy.</p>	<p>Quality first teaching of Maths Mastery Programme ( White Rose Maths) – differentiated questioning and resources to meet the child’s needs</p> <p>Small group support in class through guided teaching and questioning.</p> <p>Withdrawal in a small group or 1;1 for Pre teaching of Maths skills.</p> <p>1x Teacher and 1 x TA trained in Intervention in a Mastery</p> <p>Year 6 booster sessions carried out in preparation for SATS</p> <p>Mastering Number intervention</p> <p>Fluency Friday</p>
<p>How we adapt the curriculum and modify teaching approaches to meet SEND and facilitate access.</p>	<p>Personalised and differentiated curriculum</p> <p>Where appropriate, we use 1:1 support in the classroom from teacher or teaching assistant to facilitate access through support or modified resources (Focus Groups)</p> <p>Where possible, support is given within the classroom environment</p> <p>Keep up not catch up</p> <p>pre teaching content</p> <p>Specialist equipment as necessary, specified by SEN Services or within an EHCP.</p> <p>Individual School support plans (educational, behaviour, pastoral)</p> <p>Strategies put into place as provided by professionals/ specialist services / outreach</p>
<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>	<p>Monitoring of pupil progress through Target setting, assessment, monitoring and review of pupil progress</p> <p>Observations carried out regularly by members of the Senior Leadership Team (SLT), learning walks, pupil interviews and book scrutiny</p> <p>School support plan written in conjunction with parents and include the view of the child.</p> <p>External professionals undertaking assessment</p> <p>Regular review of targets with child/parents, appropriate to need.</p> <p>If provision or interventions need to be extended this will be agreed by the class teacher, SENDCO and SLT.</p> <p>All changes will be fully discussed with both parents and where applicable children.</p>

	All interventions are reviewed and evaluated on a regular basis and progress is discussed with the SLT through target setting and evaluations at EHCP/CAF/CIN/PEP meetings
Strategies/support to develop independent learning.	Quality first teaching Individual success criteria Use of individual timetables and checklists Quality first teaching Individual success criteria Use of individual timetables and checklists 'Small Steps' approach Visual prompts Personal development targets Access to a range of recording devices.
Support /supervision at unstructured times of the day including personal care arrangements.	Where appropriate, named midday supervisor at lunchtimes Where needed, we use individual support plans which specify break and lunchtime provision Specified staff are responsible for personal care for named pupils and care plans in place for medical needs
Extended school provision available; before and after school, holidays etc.	Breakfast Club We also run a wide range of inclusive after school activities which are available for all pupils. Activities for targeted pupils  We signpost parents to the Local events page on the Local Offer: <a href="http://board.halton.me/">http://board.halton.me/</a> and to the SEND Parents/Carers forum.
How will we support pupils to be included in activities outside the classroom (including school trips) working alongside their peers who do not have SEND?	Trips are planned in advance and are accessible to all. Transport is planned in advance alongside any risk assessments necessary. We use our own accessible school minibus to offer the children a variety of learning experiences Where appropriate a TA will be assigned to a pupil who needs additional support. Wheelchair access to outdoor provision allows all pupils to access Forest Schools and Allotment. Where needed we use support plans which specify break and lunchtime provision
Strategies used to reduce anxiety, prevent bullying, promote emotional	Where appropriate, planned support from teaching assistants Meet and greet at start of day

<p>wellbeing and develop self-esteem including mentoring.</p>	<p>Morning Challenge activities  Where appropriate, parental contact daily through SEESAW  Individualised School support plan  Targeted programme of activities, including My Happy Minds  Outdoor Forest School  Referral to outside agencies, including UK Child Bereavement and CYPMHS  Nurture support for targeted pupils Multi-sensory room</p>
<p>What strategies can be put in place to support behaviour management?</p>	<p>Use of the school's behaviour policy and implementation of school behaviour management programme  Social skills / behaviour group using social skills programme  Where appropriate, daily behaviour record focussing on identifying triggers and strategies to reduce these.  Meet and greet at the start and end of the day  Time-out support  Support and intervention from outreach behaviour specialist  Strategies in place for unstructured times of the day e.g. alternative location for break time  Referral to PBS (Positive Behaviour Support Team)</p>
<p>How we support pupils in their transition into our school and when they leave us <i>and in preparing for adulthood.</i></p>	<p>Regular meetings with parents  Transition plans for individual children  Foundation Teachers, alongside Head teacher carry out transition meetings and observations at nursery/pre-school settings  SENCO, alongside Head teacher carry out transition meetings and observations at nursery/pre-school settings for pupils joining  Risk assessments completed  Social stories and visual prompts for pupils  Work through Wellbeing on managing and preparing for change  Programme of visits – specifically tailored to individual pupils  Longer term links with secondary schools to increase familiarity</p>
<p>Access to strategies, resources, programmes, therapists to support occupational therapy/ physiotherapy needs and medical needs.</p>	<p>Intervention from physiotherapy / occupational therapy team  Assessment and individual programmes  Specialist resources as specified by medical services  Delivery of planned intervention programme by skilled member of school staff.  Close liaison with medical staff/school nurse where required  Staff training for managing particular medical needs</p>

	<p>2 X staff trained in Mental Health First Aid  3x Paediatric first aid  1 x outdoor first aid training  1 x First aid in the workplace  All staff are trained for de-fib machines  Headteacher is team teach trained  All staff have external training in Asthma and Allergies annually  4 x Tube Feeding training  3 x Administering Medicine  Whole staff Epilepsy training</p>
<p>Extra support for parents and carers and pupils offered by the school/how parents are involved in their child's education.</p>	<p>Pupils views are very important to us and we listen to the pupil voice i.e. pupil interviews, suggestion box  Junior Leadership team  Parent Workshops are offered in all year groups and parents are invited in to school  Parent Consultations take place for all pupils during the Autumn and Spring term where parents discuss the progress of their child and questionnaires are given out.  The school operates an open door policy.  Parents have the facility to access SEESAW a, which ais updated regularly with examples of their child's learning.  This also offers a messaging system where parents can share learning at home and staff can answer any queries.  There are other opportunities where parents are welcome to join us, for example, class assemblies , Stay and Learn etc</p> <p>Through the Halton website (<a href="https://localoffer.haltonchildrenstrust.co.uk/">https://localoffer.haltonchildrenstrust.co.uk/</a>), the school will signpost appropriate groups and organisations to you, which are relevant for your family's needs.  The school works closely with the local authorities and other outside agencies and can support families through a CAF or referral to Nurturing Parenting or Triple P Parenting course</p>
<p>How additional funding for SEND is used within the school with individual pupils.</p>	<p>Schools receive funding for all pupils including those with special educational needs and disabilities and we meet pupils needs through this (including additional support and equipment)  If the assessment of a pupils needs identifies something that is significantly different to what is usually available, there will be additional funding allocated or applied for.</p>
<p>Arrangements for supporting pupils who are looked after by the local authority and have SEND. Including examples of how pupil premium is used within the school.</p>	<p>SENCO and Designated teacher attend termly PEP meetings  SENCO and Designated teacher consult with pupils, carers and staff prior to writing PEP plans.</p>



	<p>These are reviewed termly and new targets set          To purchase and deliver specific interventions          and resources meet the needs of individuals or          groups of pupils          Enterprise groups that develop the whole child,          especially, literacy, maths and self- esteem.          Virtual School</p>
<p><b>SENCO name/contact: Mrs Penny Johnson <a href="mailto:pennyjohnson@staugustines-runcorn.com">pennyjohnson@staugustines-runcorn.com</a></b></p>	
<p><b>Headteacher name/contact: Mr John Marciniak <a href="mailto:headteacher@staugustines-runcorn.com">headteacher@staugustines-runcorn.com</a></b></p>	
<p><b>ANNUAL REVIEW 2023-2024</b>  <b>Completed by: Mrs Penny Johnson Date: 5th January 2024</b></p>	