# St Augustine's Catholic School

# SPECIAL EDUCATIONAL NEEDS (SEN) INFORMATION REPORT

(Agreed by governors October 2016)

**What kinds of Special Educational Needs are provided for at St Augustine's Catholic Primary School?**

The 2014 SEND Code of Practise outlines four areas of Special Educational Need that include a range of difficulties and conditions:

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

The code states that:

'Many children and young people have difficulties that fit clearly into one of these areas; some have needs that span two or more areas; for others the precise nature of their need may not be clear at the outset.'

**How does St Augustine's Catholic Primary School know if a child needs extra help?**

We know when pupils need help, if:

- concerns are raised by parents/carers, teachers or the child.
- limited progress is being made.
- there is a change in the pupil's behaviour or progress.

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

The class teacher is the initial point of contact for responding to parental concerns. The teacher will pass on concerns to our Inclusion Manager Miss Barlow, but she can also be contacted by e-mail or phone.

**What is the SENCO's role?**

The SENCO's role is primarily to:

- co-ordinate all the support for children with SEND and develop the school's SEND Policy to make sure all children get consistent, high quality response to meeting their needs in school.
- liaise with all the other people who may be coming into school to help support your child's learning.
- update the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.
- provide support for teachers and support staff in the school, so that they can help children with SEND achieve the best progress possible.

**How will I know how my child is doing?**

We would like you to talk to your child's class teacher regularly so we know what they are doing at home and we can tell you about what we are doing in school. We hope this will make sure that we are doing similar things to support your child both at home and school and we can share what is working in both places.

You will also be able to discuss your child's progress at Parent Consultation Meetings, where you will receive information about what extra provision is put in place for your child in terms of an Individual Progress Plan. This document will be reviewed throughout the year and shared with parents at consultation meetings.

If your child has an Education Health Care Plan (ECHP) then this will also be reviewed during the year. You will be invited to attend a meeting with the SENCO and other professionals who may be involved in your child's provision to discuss progress and identify next steps.

Your child's progress is continually monitored by his/her class teacher. Progress is reviewed every term and an assessment against age related expectation is recorded in reading, writing and maths.

If your child is in Year 1 or above, but is not yet working within the National Curriculum, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress.

At the end of Year 2 and Year 6 all children are required to be formally assessed using Standard Assessment Tests (SATs). The SENCO will also check that your child is making good progress within any individual work and in any group that they take part in.

A range of ways will be used to keep you informed, which may include:

- Home/school contact book
- Certificates, stickers, positive praise postcards sent home
- Parent consultation evenings and additional meetings as required
- At the end of each year you will receive a full report which summarises their overall progress for that year.

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

The class teacher may suggest ways of how you can support your child. Miss Barlow might meet with you to discuss how to support your child with particular strategies. If outside agencies or the Educational Psychologist have been involved; suggestions and programmes of study are provided that can be used at home.

**Will my child be involved in discussing their provision?**

It is important that your child is able to express their opinion about their learning and progress at school. We ensure all children are aware of their targets and encourage them to be motivated and responsible for working towards them.

**How will the school prepare and support my child when joining St Augustine's Catholic Primary School or transferring to a new school?**

We recognise that 'moving on' can be difficult for a child with SEN and take steps to ensure that any transition is as smooth as possible.

**If your child is joining us:**

We will liaise with the previous educational setting in order to understand any provision that has been put into place for them. You are welcome to visit the school for settling in sessions if necessary to meet your child's class teacher. Miss Barlow is available if you wish to discuss your child's needs in more detail.

**If your child is moving to another school:**

We will contact the school SENCO and ensure that he/she knows about any special arrangements or support that need to be made for your child. We will arrange preliminary visits for your child to the new school and follow up any questions/concerns they may have. We will make sure that all records about your child are passed on as soon as possible.

**When moving classes in school:**

Information will be passed on to the new class teacher IN ADVANCE and a planning meeting will take place with the new teacher. All children will have the opportunity to spend a session with their new teacher before the summer holidays.

**In Year 6:**

The SENCO will discuss the specific needs of your child with the SENCO of the secondary school. Where possible your child will visit their new school on several occasions and staff from the new school will also visit your child in this school.

**How will staff support my child?**

Class Teachers will ensure:

- The school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEN.
- They use different ways of teaching so that your child is fully involved in learning in class.
- This may involve things like using more practical learning or providing different resources adapted for your child.
- Teaching Assistants are allocated to each class to support the teachers in delivering the curriculum. They assist the teacher in delivering the curriculum and will often work with small groups of pupils with an agreed focus. Occasionally they will work 1:1 with a pupil with exceptional special educational needs and/or disabilities.

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

All teaching is based on building on what your child already knows, can do and can understand. Teachers will carefully check on your child's progress and decide whether they have gaps in their understanding/learning and need some extra support. They will plan group sessions for your child with targets to help them to make more progress. (Another teacher or teaching assistant may run these small group sessions using the class teacher's plans, or a recommended programme, known as an 'intervention').

**What specialist services and expertise are available at or accessed by your setting?**

A number of specialists visit the school.

These include:

- A Speech Therapist
- Specialist SpLD Teacher and Assessor
- Educational Psychologist
- The School Health Team

- Hearing and Visual Support Services
- Occupational Therapists
- Outreach
- Social Care and Health Workers
- Behaviour Support Services
- Thrive Practitioner
- Counsellor

We are also able to refer children, via the School Health Team or their GP, to the Children's Centre at DCH where they can be assessed by a range of specialists including Occupational Therapy, Physiotherapy, Paediatricians, Specialist Speech Therapists and the Child and Adolescent Mental Health Team.
Where there are concerns about a family situation or there is additional support needed at home, we work closely with the 'Locality Team'. They have links with other organisations which are able to support vulnerable families e.g. MOSAIC (bereavement counselling).

Within school we are also able to deliver specialist interventions to address specific learning needs.
These include:

- First Class at number
- Nessie
- Trugs
- Learn to Move

**Who will evaluate the provision my child is receiving?**
The SENCO, the class teacher and teaching assistant(s), working with your child, will monitor your child's progress each term and check that your child is making good progress within any individual work and in any group that they take part in. If there are concerns, we will look into ways of addressing these and providing extra support.

**What support is there for my child's overall wellbeing?**
At St Augustine's Catholic Primary School, we follow the Thrive model as a whole school approach to emotional health and wellbeing. The Thrive Approach draws on the latest research from current neuroscience, attachment theory, effective learning and child development. It allows us to identify specific needs of particular groups of children, as well as, identifying those who would benefit from an individual program of support.
Teachers deliver weekly whole class Thrive sessions which consist mainly of relational, play and art-based activities specifically chosen to target the classes' needs. Individuals identified as needing extra support will work on a one-to-one basis with our Emotional Literacy Support Assistant, under the guidance of Miss Barlow, who is a qualified Thrive Practitioner. Progress towards both class and individual targets will be monitored and reviewed on a regular basis and used to inform any further support needed.
There is a well-established system of rewards to promote positive behaviour and good communication between home and school to follow up any incidents of unacceptable behaviour between pupils. We are able to access support from our 'Locality team' to provide direct support for families. We are also able to initiate referrals to Dorset Child and Family Counselling Trust and Mosaic (A bereavement charity).

**What training do staff supporting children and young people with SEND have?**
The school has regular training sessions for all staff to improve the teaching and learning of children including those with SEN. This provides opportunities to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with particular needs. Class teachers and teaching assistants

attend training courses run by outside agencies that are relevant to the needs of specific children in their class. They are also given opportunities to meet with, observe or receive support and advice from external specialists when they visit the school to work alongside individual children. Where children have specific medical needs, training sessions are arranged in school so that advice and support can be given to all staff involved with that child and Health Plans can be drawn up to ensure necessary procedures are in place.

Miss Barlow is currently completing the 'National Award for Special Educational Needs Coordination' qualification.

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