

SEND at St Augustine's Catholic Primary & Nursery School Voluntary Academy

<p style="text-align: center;">Intent</p> <p>At St Augustines we are committed to inclusion and to providing an excellent education to all, regardless of the level of need.</p> <p>We work hard to overcome barriers to learning in order to support every child to reach their full potential and to succeed academically, socially & emotionally.</p> <p>We aim to help pupils to become as independent as possible and to become well-rounded individuals.</p>	<p style="text-align: center;">Focus Provision</p> <ul style="list-style-type: none"> • Aids pupils with a high level of need on the first step to access and integrate well into a mainstream setting. • Provides specialist curriculum and education. • Helps to reduce and improve social, emotional and behavioural difficulties. • Helps to develop life skills and independence. 	<p style="text-align: center;">Curriculum & Enrichment Implementation</p> <ul style="list-style-type: none"> • All pupils regardless of level of need have access to the National Curriculum at appropriate level and with adaptations. • All SEND pupils have access to school trips that are appropriate taking into account their level of need. Risk assessments are written and 1:1 support given where necessary to ensure SEND pupils can attend. • All pupils have access to enrichment activities such as theatre productions, music events, assemblies, community events etc. 1:1 support is provided to ensure this can happen. • We actively seek out and provided the support needed for pupils with SEND to engage with residential, special sports events, enrichment activities and afterschool clubs. 	
<p style="text-align: center;">Identifying Pupils With SEND</p> <ul style="list-style-type: none"> • Observation and Professional conversations • Parent meetings • School assessment data • Specialist assessment (speech & Language, R2i, Strength & Difficulties questionnaire, Dyslexia screener) • Specialist professional assessment from outside agencies e.g. Educational psychologist, Autism support Team, Paediatricians, CAMHs, BEMHs etc 	<p style="text-align: center;">Interventions</p> <ul style="list-style-type: none"> • Pupils have access to individual or small group English, maths, reading comprehension, handwriting and fluid interventions as needed • Specialist and alternative provision is made available to individual pupils according to their assessed need. • SEMH team provide specialist support/interventions in this area. • Specialist Teaching Assistant provides speech & language interventions to individual children. 	<p style="text-align: center;">Progress & Monitoring - Impact</p> <ul style="list-style-type: none"> • SEND pupils will make progress in all areas of their life, building on their strengths and improving their areas of weakness and helping them move to being well rounded individuals able to function in society to the best of their ability. • SEND progress meetings are held twice a year following termly assessment to discuss individual pupils and their progress. • Interventions and data kept daily by teaching assistants and reviewed termly. • Termly/or more often if needed professional conversations to discuss individual and group interventions, adjustments made if necessary. • Termly review meetings with parents to discuss progress and review/ set targets for individual pupils. 	<p style="text-align: center;">Support & Training</p> <ul style="list-style-type: none"> • Pupils receive 1:1, small group or in class support to help them access the curriculum. • The curriculum is differentiated or adapted or alternative curriculum given to help meet assessed need. • All staff have access to CPD as and when required to fill training gaps, update skills or learn new skills. • Coaching method is to be used to support new teaching assistants to develop skills and confidence. • Staff meetings and Inset days are planned to meet training needs of the school. • SEMH team provide specialist support and initiatives to support pupils and staff emotional and mental well being

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