

St Augustine's Catholic Academy SEND Information Report

September 2023

Review date: September 2024

What is St Augustine's Catholic Academy's approach to teaching pupils with SEND?

At St Augustine's, learning in the classroom is adapted and differentiated to meet the needs of the pupils. Every teacher is a teacher of SEND, therefore quality first teaching takes place in all classrooms with the setting of high expectations and the provision of opportunities for all to achieve. Provision for children with SEND is a matter for the school as a whole. Teachers work hard to ensure work is planned and delivered offering the right amount of support and challenge for all pupils. Where needed some children will also receive a specific intervention programme. Where a child is highlighted as having SEND we will follow a continuous cycle of: Assess, Plan Do, Review (See above) to meet each child's individual needs and targets.

We value the input that parents/carers make to their child's education and we aim to work together to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

We are supported to be as inclusive as possible for children with special educational needs and disabilities (SEND) by Nottingham City Local Authority.

Who is the school's SENDCO, what are their responsibilities and how do I contact them?

Leanne Thurman is our school SENCO and can be contacted via the following:

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The SENCO takes day to day responsibility for the operation of the SEND Policy and the coordination of provision made for children with Special Educational Needs. According to the Code of Practice (November 2014). The responsibilities of the primary school SENCO are as follows:

- Overseeing the day to day operation of the school's SEND policy.
- Coordinating provision for children with Special Educational Needs.
- Liaison with and advice to colleagues.
- Overseeing support staff and provision in place for pupils.
- Overall responsibility for the records of pupils with SEND.
- Liaison with parents/carers.
- Contributing to in-service training.
- Liaison with relevant external services

What is SEND?

SEND stands for Special Educational Needs and Disabilities. There are four broad categories of SEND as stated in the Code of Practice. These are:

- Communication and Interaction (e.g. autism and speech and language disorders)
- Cognition and Learning (e.g. dyslexia, dyspraxia and dyscalculia and moderate learning difficulties)
- Social, Emotional and Mental Health (e.g. ADHD, attachment disorders, emotional difficulties and mental health difficulties)
- Physical and Sensory (e.g. hearing or vision impairments)

A child may have SEND if they have a barrier to learning which requires them to have support that is 'additional to or different from' the provision offered through quality first teaching within their class.

Children with medical conditions will have an Individual Healthcare Plan which will specify the type and level of support required to meet their medical needs.

What is the SEND register?

The SEND (Special Educational Needs and Disabilities) register is a list of children who need extra help and support within the school environment.

Children can be placed on the register because they have difficulties in any of the four broad categories of SEND.

We work in collaboration with parents/carers to discuss their child's individual needs. Children will only be added to or removed from the SEND register in consultation with a child's parents/carers.

What should I do if I think my child has special educational needs?

If parents/carers are concerned about their child, or know that their child has additional needs, they should make an appointment to speak to their child's class teacher. The special educational needs and disabilities (SEND) co-ordinator will be informed and become involved as needed.

How will the school know if my child needs extra support?

Our Nursery has a staggered transition which supports pupils beginning their school journey. We have good links with outside agencies and work with pre-school and other nursery settings to ensure each child in our EYFS have a transition package which meets their individual needs. If a child is due to start in our F2 class who has not been to pre-school or nursery setting before we endeavour to do a home visit to meet the child and their family. If a child starts at St Augustine's Catholic Academy within another year group we follow our admissions policy to ensure that each child's needs can be met before transitioning into our school and making the transition as smooth as possible.

All teachers are teachers of pupils with SEND and are responsible for identifying pupils with Special Educational Needs as early as possible. Teaching staff all practice quality first teaching and adapt and scaffold learning to ensure that individual children's needs are met and that all children achieve their academic potential. Our SENDCO co-ordinates the SEND provision throughout school liaising with parents, pupils, school staff, governors and specialist advisers from the Local Authority.

When identifying children with SEND we follow the clear guidelines set out in the SEN Code of Practice 2014. In order to assess if a child requires extra provision we gather a range of information from on-going teacher assessments, end of year test results and liaising with parents, outside agencies and previous settings.

Additional and different assessment tools may be required when children are making less than expected progress, which can be characterised by progress which:

- is significantly slower than that of their peers.
- fails to match or better the child's previous rate of progress.
- fails to close the attainment gap between the child and their peers.
- widens the attainment gap.

To obtain further understanding of a child's learning difficulties, we may use:

- Routes to Inclusion
- B Squared assessments
- Dyslexia Screeners
- Phonics assessments
- Speech and Language Assessments
- Strengths and Difficulties Questionnaire (ELSA)

Where the school or a parent is concerned about a pupil having SEND they will meet to identify what can be done to address the pupil's needs and a Pupil Profile will be started. Where the child's needs are significant and external support is needed, then the SENDCO will coordinate outside agencies becoming involved as part of our 'graduated response'.

Although the school can identify and make provision for special educational needs, we are not able to offer specific diagnoses. Parents/carers are advised to contact their GP if they think their child may have an underlying medical condition or a disability. Parents/carers are very welcome to discuss their concerns with the SEND co-ordinator before making an appointment with their GP.

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

We aim to deliver a creative, stimulating and exciting curriculum in a variety of ways to engage all pupils with a variety of learning styles and needs. All work within class is pitched at an appropriate level so that all children are able to access according to their specific needs. Every effort will be made to educate pupils with SEND alongside their peers in a classroom setting,

where appropriate. Additional interventions may also be delivered and are targeted to individual needs. To ensure that all staff are able to effectively personalise the curriculum to each child, we:

- Keep staff fully informed of the special educational needs of any pupils in their classes including sharing progress reports, medical reports and teacher feedback.
- Provide regular training and learning opportunities for staff in all departments on the subject of SEND.
- School staff should be up to date with teaching methods, which will aid the progress of all pupils including those with SEND.
- Use in-class provisions and support effectively to ensure that the curriculum can be scaffolded where necessary.
- Set appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.
- We aim to deliver an interesting, stimulating and exciting curriculum in a variety of ways to engage all children with a range of learning styles.
- Seek advice from outside agencies who will observe or work with the child and give feedback on strategies and ideas to further support their needs. These will be incorporated into the child's individual provision and adaptations made where necessary.

How will the school know how well my child is doing?

- Every child's progress is continually monitored by his or her class teacher and senior leaders during their time at school. Some of the ways in which their progress is monitored include:
- Pupil Progress Meetings – These meetings take place each term to formally review and discuss children's overall progress with a particular focus on reading, writing, maths and emotional well-being.
- Lesson Observations and Work Analysis – This is carried out by the members of the Senior Leadership Team to ensure that the needs of all children are met and the quality of teaching and learning is of a high standard.
- Pupil Profiles – Children with special needs have a Pupil Profile which is reviewed at least half termly and new SMART targets set to meet their specific needs.
- Intervention Review – The SENDCO monitors the attainment of children with SEND to ensure they make good progress within the one-to-one or group interventions in which they take part.
- Standard Assessment Tests (SATs) – Children are required to be formally assessed using Standard Assessment Tests at the end of each key stage (Yr 2 and Yr 6). They also have a Phonics Screener test at the end of Y1 and a Times Table test at the end of Y4.
- Statements/EHC Plans – If a child has a Statement of Special Needs or an Education, Health and Care Plan their progress is formally reviewed each year. The annual review will take place with representatives present from all agencies working with the child.

How are decisions made about the type and amount of support a child will receive?

At St Augustine's Catholic Academy we monitor and assess the progress of all children each term. Class teachers and members of the Senior Leadership Team (SLT) have termly pupil progress meetings to discuss and plan what is needed for children not making expected progress. The SENCO will work with Class Teachers and use this information and school assessment data to plan interventions for children using the 'Assess, Plan, Do, Review' cycle highlighted in the Code of Practice. Where additional adult support is required, the leadership team considers the needs of individual children and the cohort. This is reviewed for the needs of the school regularly. Some children may need additional support for learning, medical or behavioural needs. In these circumstances the SENDCO will request Higher Level Needs funding from Nottingham City Council at the next available panel meeting.

What are the arrangements for consulting parents of pupils with special educational needs? A close working relationship with parents/carers is vital in order to ensure early and accurate identification and assessment of SEND. In turn this leads to correct intervention and provision, continuing social and academic progress for children with SEND and that personal and academic targets are set and met effectively.

Every parent/carer will be kept up to date with their child's progress through termly parents/carers evening, annual reports and if necessary during SEND reviews which take place each term. In addition to this we operate an open-door approach, where parents/carers can meet with staff at any point throughout the year. In cases where more frequent regular contact with parents/carers is necessary, this will be arranged based on the individual pupil's needs. The SENDCO may also signpost parents/carers of pupils with SEND to the local authority or other agencies where specific advice, guidance and support may be required. If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents/carers are invited to attend meetings with external agencies, reports from agencies are shared with parents/carers regarding their child, and parents/carers are kept up to date and consulted on any points of action recommended in regards to the provision for their child.

What are the arrangements for consulting young people with SEND and involving them in their education?

All children who have a Pupil profile will have their targets reviewed regularly and this process is carried out alongside the child. The child also has a voice in discussing their strengths, what they find difficult and what helps them. Pupil participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life, e.g. Sports Leaders and School Council. In addition, all pupils have their progress carefully monitored.

How is the decision made about the type and level of support provided to a child with SEND?

The school budget, received from government Education Funding Agency, includes money for supporting children with special educational needs and disabilities (SEND). The SENDCO can

also make Higher Level Needs (HLN) funding requests to Nottingham City for children with significant needs at the appropriate panel dates set throughout the year.

The Head Teacher decides on the deployment of resources for SEND in consultation with the Deputy Head, SENDCO and School Governors. They review all the information they have about SEND in the school including:

- The children already receiving extra support.
- The children needing extra support.
- The children who have been identified as not making adequate progress.

Based on this information, decisions are made regarding resources/training and support required to meet the needs within school.

How is the school accessible to children with SEND?

- ✓ All play areas are ramped and accessible by wheelchairs/pushchairs/walking frame users
- ✓ The school is on two floors, year groups can be swapped to different classrooms if needed
- ✓ All external doors, steps and handles are clearly marked
- ✓ Every classroom is carpeted and fitted with blinds following the guidance from LA Sensory and Physical Team
- ✓ School alarms have both auditory and visual components
- ✓ Fire evacuation procedures and plans make specific reference to pupils with mobility and/or sensory issues
- ✓ Systems can be quickly put in place for identified pupils to access dining room facilities/cafeteria five minutes early to avoid overcrowding
- ✓ Systems can quickly be put in place for identified pupils to leave classrooms five minutes early to use stairs/corridors safely and to aid independent mobility around school when necessary
- ✓ School has a sensory room.
- ✓ The school benefits from the allocation of equipment for identified pupils such as specialist ICT equipment.
- ✓ There is an identified meetings room for multi-agency and review meetings.
- ✓ There is the use of an adapted personal learning centre for children who need an alternative curriculum for part of the day.
- ✓ There is the use of specialist equipment to help with hearing and communication.
- ✓ There is continual building up grades to ensure all areas are fit for purpose and support good learning.

- ✓ There are identified learning spaces for small group work and interventions to help pupils succeed and meet their targets
- ✓ There is 1 to 1 adult support allocated to support pupils that require help to access areas of the school
- ✓ The school already supports pupils with significant barriers to learning and participation with difficulties in the areas of; moderate, specific and severe learning, communication and interaction, physical, visual and social, emotional and mental health difficulties

Who is responsible for my child's special educational needs and/or disabilities in school?

Your child's class teacher is responsible for:

- Having high expectations for every child in their class including those with special educational needs and disabilities.
- Building on what each child already knows, can do and can understand.
- Adapting their teaching so that each child is fully involved in learning in class.
- Having specific strategies in place to support each child to learn.
- Carefully checking each child's progress and recognising if your child needs extra support to help them make the best possible progress;
- Setting, reviewing and sharing each child's Individual Educational Plan (IEP) targets once a term with parents/carers.
- Using 'additional to or different from' strategies for motivation and management of each child's behaviour (if appropriate).

The SENDCO is responsible for:

- Co-ordinating the support for children with special educational needs or disabilities (SEND).
- Developing and reviewing the school's SEND policy.
- Ensuring that parents/carers are: Involved in supporting their child's learning, kept informed about the support their child is receiving and Involved in reviewing how their child is doing. Liaising with people who come into to school to help support a child's learning e.g. Speech and Language Therapy Service, Community Educational Psychology Service, Inclusive Education Service etc.
- Updating the school's SEND register and keeping records of your child's progress.
- Providing specialist support for teachers and support staff so that they can help children with SEND to achieve the best progress possible.

How will a child with SEND be included in activities outside the classroom, including school trips?

St Augustine's Catholic Academy is an inclusive school and as such we include all of our pupils, including those with SEND, in school trips and after school activities. Risk assessments are

completed for all our school visits and we specifically consider our pupils with SEND. We make careful choices of groupings and may raise our adult to pupil ratio if we feel this is required. When necessary we seek the views of the parents/carers when considering if a trip would be appropriate for a child with SEND.

What support will there be for a young person's overall wellbeing?

The social and emotional wellbeing of our children at St Augustine's Catholic Academy is a high priority. We have a caring, understanding team looking after our children, who believe children's self-esteem is crucial to a child's well-being. Some of the systems we have in school are: Two strong, well-established and passionate ELSAs (Emotional Literacy Support Assistants) running within our school for children to access, a Play Therapist, Drawing and Talking Intervention, Bereavement Support and School Council.

All staff continually monitor the emotional well-being of the children in their care and discuss any concerns they may have with a child's parents/carers, their class teacher and the SENDCO, where appropriate.

What is an Educational Health Care Plan (EHCP)?

Where a child has complex needs requiring complex arrangements they may undergo a statutory assessment process known as an Education Health and Care Plan. This can be requested by school, parents/carers or other professionals. This will occur where the complexity of need or additional clarity around the needs of the child are such that a multi-agency approach to assessing that need, planning provision and identifying resources is required.

How will the school know that what they are providing is helping my child make progress?

When allocating support to children with special educational needs and disabilities, our focus is on outcomes, not hours. We endeavour to implement sufficient support to enable each child to achieve their targets whilst encouraging them to become independent learners.

The school identifies the needs of children with SEND on a provision map. This identifies all support given within school and is reviewed regularly. Changes are made as needed so that the needs of children are met and resources deployed as effectively as possible.

Interventions are planned in blocks, and a child's progress towards their targets is assessed and recorded at the end of each block. When this is reviewed the staff involved decide whether to:

- Continue the intervention with new targets.
- Swap the intervention for an alternative.
- Allow a period of consolidation in class.

Targets set for children with SEND are challenging in the attempt to close the attainment gap between them and their peers. Interventions are often crucial in closing these gaps so they are monitored closely by both the class teacher – who monitors progress towards the targets

during the intervention – and by the SENDCO who monitors overall progress on an individual and whole school basis. The SEND co-ordinator can then identify what works well for the specific needs of children in our school.

What specialist services and expertise are available or accessed by the school?

Each year our school buys packages with outside agencies so that we can use their services to support our children with SEND and their families. Outside agencies that we can buy packages with include: Educational Psychology Service, Autism Team, Behaviour Support Team and the Learning Support Team.

Other services accessed by our school include: Parent Partnership Service, Health Provision (Health Visitors, the School Nurse, GPs and Paediatricians), Child and Adolescent Mental Health Services (CAMHS), Speech and Language Therapists, Occupational Therapists, and Physiotherapists.

What is the level of expertise and training of staff in relation to children with SEND and how will specialist expertise be secured?

A variety of training is undertaken by all school staff this can either be in house or through external sources. Each year our SENDCO attends: The SEND National Conference, Nottingham City SEND Networks and our Trust SEND Networks. Our SENDCO also attends 'Family SENDCO Meetings' throughout the year, organised to support SENDCOs in their work in school, affording an opportunity to discuss special educational needs issues with colleagues in other schools and disseminate information regarding current practice to colleagues in our school. As specific needs arise within our school, or when new staff join the SENDCO involves specialists from a range of agencies (e.g. Educational Psychology Team, Autism Team, Behaviour Support Team and Learning Support Team) to deliver training, this can be training that advertise or bespoke training if needed. Our SENDCO is also given staff meeting time each half term to disseminate information and training to our staff.

At the close of each school year teachers hold meetings with the class's next teacher to discuss SEND information in preparation for the following year.

How is the governing body involved?

The governing body delegates the day-to-day organisation and liaison of involving organisations and service in meeting the needs of pupils with SEND and supporting the families of these pupils to the SENDCO and the Head Teacher. The SENDCO reports to the Governors every term to inform them about the progress of children with SEND; this report does not refer to individual children and confidentiality is maintained at all times. One of the Governors is responsible for SEND and meets regularly with the SENDCO. They also report to the Governors to keep all informed. The Governors agree priorities for spending within the SEND budget with the overall aim that all children receive the support they need in order to make progress.

Transfer between phases of education (e.g. primary to secondary etc.)?

When a child is transitioning to a new setting a staff member from the new setting will usually visit the children at St Augustine's Catholic Academy and we encourage all children to visit their new school prior to starting.

When children are preparing to leave us for a new school, typically to go to Secondary education, we notify the school of any children with SEND so that additional visits can be arranged if required. We liaise closely with staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood. We write social stories with children if transition is potentially going to be difficult. We also do group work to share worries and discuss solutions with our SENCO/ ELSA support. If your child has complex needs or an Education Health Care Plan review will be used as a transition meeting during which we will invite staff from both schools to attend. In addition, any child who is identified as having complex needs will have a Pupil Profile.

Where is the Local Offer published?

A link to Nottingham City's Local Offer is on the SEND section of our website

What do I do if I have a concern or complaint about the SEND provision made by the school?

The class teacher, who has ultimate responsibility for a child in their class, is willing to support parents/carers' concerns. They are more than happy to discuss issues and find solutions in the first instance. After that, the school SENDCO or Head Teacher can be contacted. Please call into school and ask to make an appointment. Otherwise, parents/carers should follow the school's complaints procedures, set out in the policy available directly from the school.