

St Augustine's Catholic Academy

Special Educational Needs Information Report



We are created in the image of God. We strive to love and serve Him in all we do. With the Gospel Values at the centre of our school, we aim to value, welcome, understand and support others. We do this in partnership with our family and parish community. The values we love and breathe at St Augustine's are:

SERVICE LOVE FORGIVENESS COURAGE JUSTICE COMPASSION HOPE

Date the policy was agreed by Governors: June 2025

Review Date: June 2026

Contents

1. How to contact the school
2. Our aims for pupils with SEND
3. SEND in our school
4. Our school procedures
5. How do we involve parents, carers and families?
6. How do pupils participate?
7. What is our approach to teaching?
8. SEND adaptations and the curriculum
9. How do we assess and review progress?
10. Supporting pupils transferring and preparation for adulthood
11. Additional support, equipment and facilities
12. Equal access for all – Accessibility in school
13. Mental Health and Wellbeing
14. Staff training
15. Responding to concerns and worries
16. Contribution to the local offer



How to contact the school

The school's SENDCO is Sarah Hewlett.

You can contact her via:

- The school office on 0115 915 6995
- Email – either by emailing admin@st-augustines.nottingham.sch.uk or sarah.hewlett@st-augustines.nottingham.sch.uk
- Sarah Hewlett works Monday to Wednesday and is available to set up a meeting or a telephone call on these days.
- Further information about SEND is available on the school website www.st-augustines.nottingham.sch.uk



During Sarah Hewlett's maternity – from October 2025 please send all emails to the school office admin@st-augustines.nottingham.sch.uk

Covering the role of SENDCO during this time will be Siobhan Doherty. You can also contact her on:
siobhan.doherty@st-augustines.nottingham.sch.uk

Our Aims for pupils with SEND

At St Augustine's we are an inclusive and loving school that aim to live out the gospel values of **SERVICE LOVE**
FORGIVENESS COURAGE JUSTICE COMPASSION HOPE in all we do.

We aim to:

- Provide a high quality of education that provides each individual pupil with the support they need to succeed to the best of their ability
- Provide a safe and loving environment for all pupils to learn in
- Give all pupils the same opportunities in school
- Work with parents and carers to support all pupils in the school
- Provide a curriculum that can be accessed by all pupils



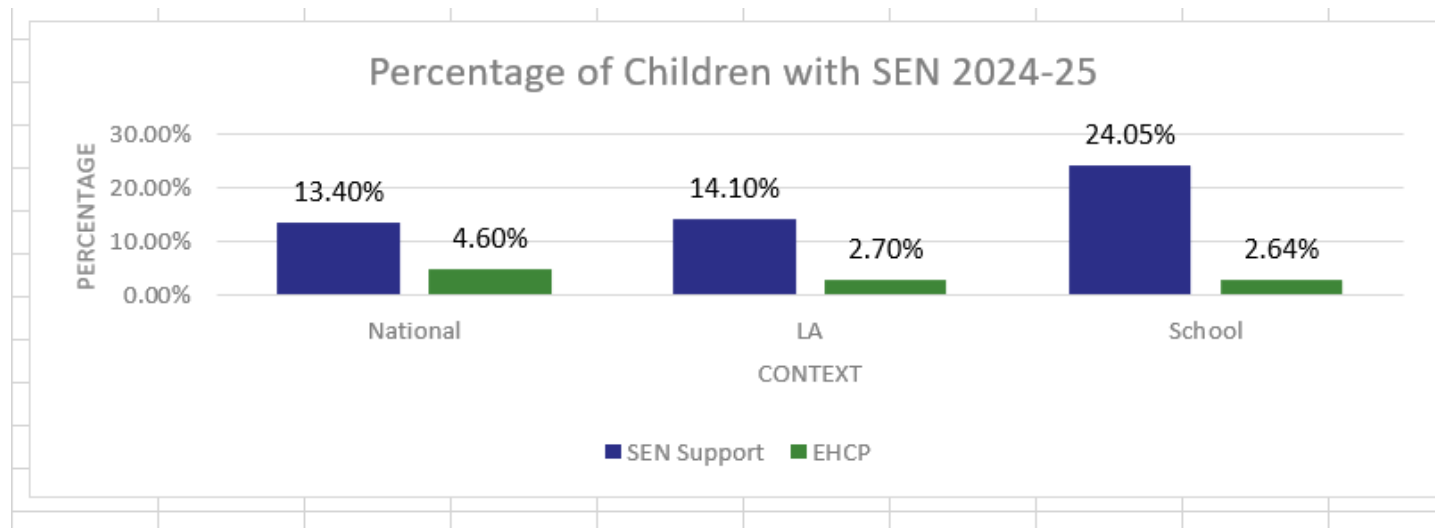
SEND in our school

The kinds of SEND we provide for:

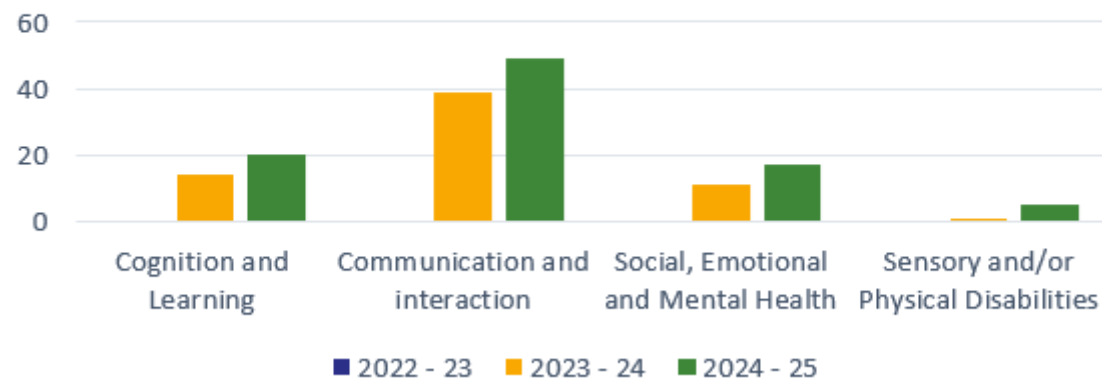
At St Augustine's, we provide for all 4 broad areas of need – Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health, and Sensory and Physical.

We understand that some pupils in school will have needs within more than one of these areas and needs that are unique to them. Our aim is to provide for each pupil the support they need, providing a tailored approach to their learning.

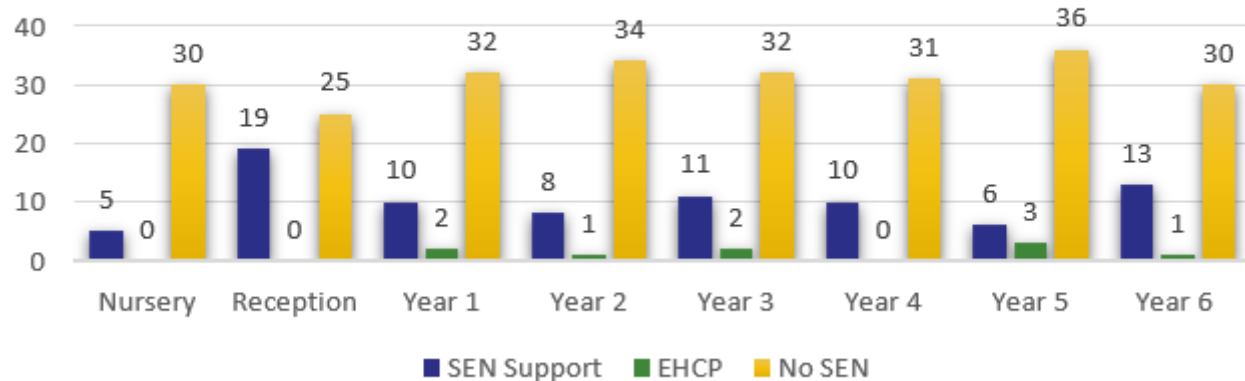
SEND at St Augustine's 2024-25



Broad Area of Need Three Year Trend



Students with SEN by Year 2024-25



Our school procedures

How do we know when a pupil needs more help?

We know when a pupil needs help if:

- Concerns are raised by parents/carers,
- A pupil starts at the school with external agency support already in place,
- Concerns are raised by the class teacher
- Concerns are raised by the pupil's previous school

We follow a clear process for monitoring and supporting all pupils in school that allows us to identify early the needs of all pupils.

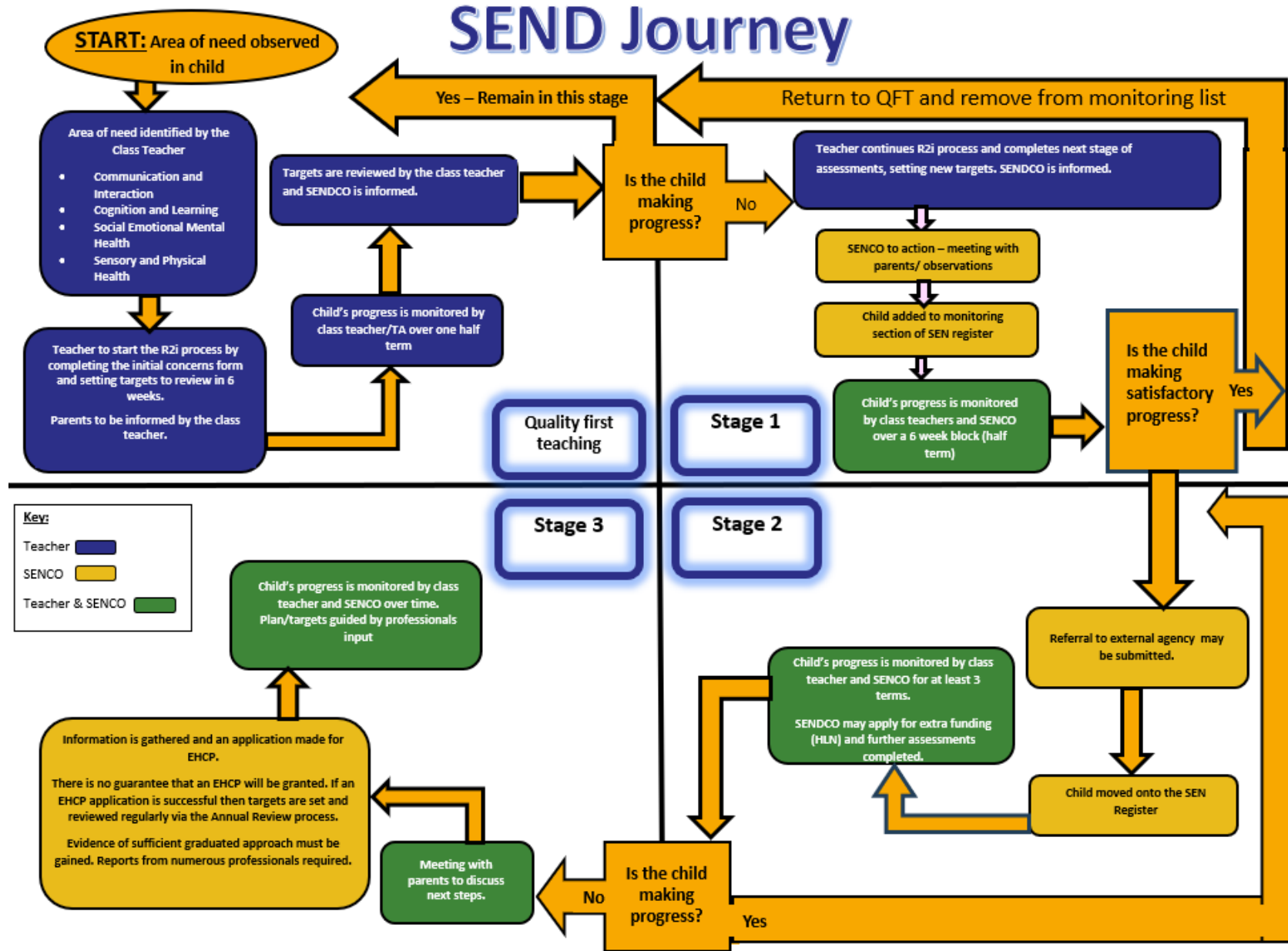
Quality First Teaching – this is provided to all pupils and allows us to identify those that need extra support

Stage 1 – Monitoring – careful monitoring of progress and need by the class teacher and SENDCO

Stage 2 – SEND support – the pupil is placed on the SEND register and termly review meetings take place

Stage 3 – EHCP – a legal document that is applied for and provided by the Local Authority

SEND Journey



How do we involve parents, carers and families?

How will I be involved in discussions about and planning for my child's education?

- Discussions with the class teacher, SENDCo or senior leadership team member.
- During SEND Reviews (one meeting per term) and parents' evenings (up to three times per year)

How is the decision made about how much support each child will receive?

- For pupils with SEND but without an EHCP, the decision regarding the support provided will be taken at joint meetings with the SENDCo, class teacher and parent who will follow guidance provided by the Governing Body regarding SEND Funding deployment.
- For pupils with an EHCP, this decision will be reached in agreement with parents when the EHCP is being produced or at an annual review.
- Meetings with support and external agencies.

How will I know how my child is doing?

- Progress will be shared with you during SEND reviews and Parents' Evenings.
- For some pupils a home-school communication book may be set up with their class teacher.

The SENDCO holds an open-door policy, if you have any concerns about your child's progress, please get in touch to arrange an appointment.

How will I know how to help my child at home?

- The school website includes links to websites and resources that we have found useful in supporting parents to help their child learn at home.
- Additional information will be added to the school newsletter or Arbor as we receive it from outside agencies inviting parents to local learning opportunities and support sessions.
- The class teacher or SENDCo may also suggest additional ways of supporting your child's learning.
- If you have ideas on support that you would like to have access to in order to further support your child's learning, please contact your child's class teacher who will locate information and guidance for you in this area.

How do pupils participate?

We want all our pupils to feel that their voice is heard and their opinions on their learning is important to us.

We use pupil centred profiles completed by the class teacher. Pupils are able to voice the things they would like to achieve over the school year and how they feel they are doing towards their targets, 3 times a year.

What is our approach to teaching?

Quality First Teaching is the most important tool in our classrooms. We ensure that all children are catered for using the research-based approach from Rosenshine, ensuring all our lessons include the following high-quality practises:

Daily Review	Modelling
Questioning	Scaffolding
Check understanding	Weekly/Monthly Review
Small Steps	Guided practice
Independent practice	Obtain a high Success rate

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

For those children that need further support, we adapt the learning to meet their needs by:

- Using appropriate adaptations in lessons based on the pupil's area of need. You will find our SEND adaptations documents on the school website here: [SEND - St Augustine's Catholic Primary Academy - Nottingham](#)



- These adaptations may include strategies suggested by the SENDCO and/or external specialists.
- Pupils may be provided with specialised equipment or resources such as ICT and/or additional adult help.
- Pupils may access area of need specific interventions in our sensory room.
- All actions taken by the class teacher will be recorded and shared with parents.
- Our children on the SEND register, will have an identified pathway of learning:
Formal – taught in the classroom alongside their peers with appropriate SEND adaptations in place.
Semi-formal – taught in the classroom alongside their peers with a bespoke curriculum in place with TA support, with specific interventions outside of the classroom taking place.
Pre-formal – taught mainly outside of the classroom, a mainly sensory curriculum will be in place with bespoke learning around communication, and functional maths and literacy skills.

How will my child be included in activities outside the classroom including school trips?

Our aim is to ensure that all pupils have access to all areas of the curriculum including school trips, clubs and teams within school.

We do this by:

- Discussing with parents/carers support and provision for all school trips.



- Completing risk assessments and put in place procedures to support all pupils accessing extra-curricular activities and trips.

All pupils on the SEND register are able to be part of the different teams in school, we currently have at least one pupil on the SEND register on each of our teams in school. The teams are:

Gospel Values Team

School Council

House Captains

Opal Ambassadors

Wellbeing Ambassadors

Eco Team



SEND adaptations and the curriculum

We offer a bespoke curriculum to those pupils who are working well below their peers. Their progress is tracked on Bsquared and targets on their pupil profiles are taken from this assessment tool. This allows teachers to plan appropriate lessons for all subjects of the curriculum to ensure good progress is made. You can find our Curriculum Maps on our website here: [Curriculum Maps - St Augustine's Catholic Primary Academy - Nottingham](#)

As a school we are developing a bank of adaptations that can be used for the different areas of SEND across the curriculum. You can find our SEND adaptations document on the school website here:

Our whole school provision map outlines the support and adaptations we provide for the different areas of SEND. You can find it on the school website here: [SEND - St Augustine's Catholic Primary Academy - Nottingham](#)

For those pupils with EHCPs, receive HLN funding and have a diagnosis of Autism, they may access our Enhanced Provision Room, 'The Sunflower Room'. This room caters for our most complex needs in school and the pupils access a bespoke timetable that allows them to access the curriculum and focus on developing functional communication skills. You will find our Enhanced Provision Rationale and Curriculum on the school website here: [SEND - St Augustine's Catholic Primary Academy - Nottingham](#)

How do we assess and review progress?

The school follows the Assess, Plan, Do, Review cycle laid out in the SEND code of Practice:

1. **Assess:** Data on the pupil held by the school will be collated by the class teacher/SENDCo in order to make an accurate assessment of the pupil's needs

2. **Plan:** If review of the action taken indicates that “additional to and different from” support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class teacher with advice from the SENDCo.
3. **Do:** SEND support will be recorded on Pupil Profiles and Class Provision Maps that will identify a clear set of expected outcomes, which will include challenging and relevant academic and developmental targets (this may include for young people, targets around preparing for adulthood) that take into account parents’ aspirations for their child. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes.
4. **Review:** Progress towards these outcomes will be tracked and reviewed termly with the parents and where appropriate the pupil.

If there are concerns around progress despite the delivery of high-quality interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to:

1. Local Authority Support Services such as Behaviour Support Team, Autism Team, Learning Support Team, Educational Psychology Support Team, Speech and Language Team and Sensory and Physical Teams.
2. Specialists in other schools e.g. teaching schools, special schools.
3. Social Services.
4. Health partners such as School Nurse and Child & Adolescent Mental Health Service.

How will the school evaluate the effectiveness of the SEN provision made for pupils?

The effectiveness of SEND provision will be measured using both qualitative and quantitative data. Qualitative data will gather the views of parents and pupils on how successful the provision has been in enabling them to attain their outcomes. Quantitative data will examine both progress and attainment levels compared to those achieved nationally for pupils with the same prior learning level.

Supporting pupils transferring and preparation for adulthood

How will the school prepare/support my child when joining or transferring to a new school?

A number of strategies are in place to enable effective pupils' transition. These include:

On entry:

- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- The SENDCO meets with all new parents of pupils who are known to have SEND to allow concerns to be raised and support to be put in place.
- If pupils are transferring from another setting, the previous school records will be requested immediately and a meeting set up with parents to identify and reduce any concerns.
- Children and young people with SEND have different needs, but the general presumption is that all children with SEND are welcome to apply for a place at our school, in line with the school admissions policy. If a place is

available, we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the SEND of pupils at this school.

- For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHC plan unless:
 - it would be unsuitable for the age, ability, aptitude or SEND of the child or young person, or
 - the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.
- Before making the decision to name our school in a child's EHCP, the local authority will send the school a copy of the draft EHCP which sets out any provision to be delivered and then consider their comments very carefully before a final decision on placement is made. Schools in Nottingham City do not receive direct payments (personal budgets) for children with an EHCP.
- Parents of a child with an EHCP also have the right to seek a place at a special school if it they consider that their child's needs can be better met in specialist provision.

Transition to the next school, preparation for adulthood and independent living

Primary:

- The annual review in Y5 for pupils with an EHCP begins the process where parents are supported to make decisions regarding secondary school choice.



- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive and accessible.
- Accompanied visits to other providers may be arranged as appropriate.
For pupils transferring to local schools, the Year 6 teacher and SENDCo of the secondary school will meet to discuss the needs of pupils with SEN in order to ensure a smooth transition.
- The records of pupils who leave the school mid-phase will be transferred within five working days of the parents notifying their child has been enrolled at another school.

Preparation for adulthood

The school have a number of different interventions that support our pupils in preparing for adulthood. These include:

- Life skills sessions
- ELSA sessions
- Celebration of the Word – children taking the lead with planning and delivering these across all year groups
- Weekly missions around Word of the Week
- OPAL – building independence through play
- Group snack time developing social and communication skills



Additional Support, Equipment and Facilities

We seek additional support from outside agencies such as:

Behaviour Support Team

Autism Team

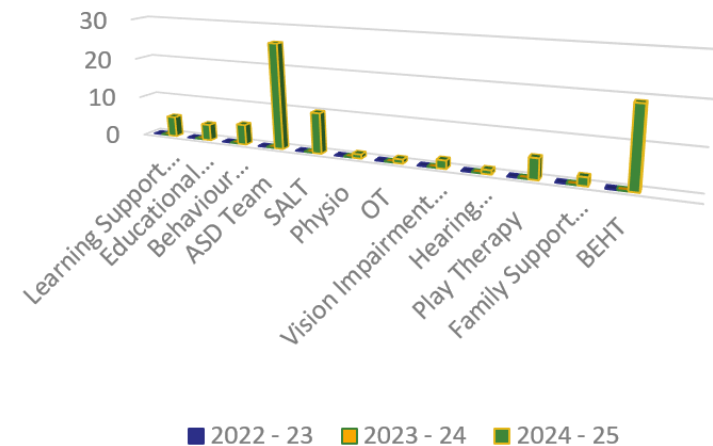
Learning Support Team

Educational Psychology Support Team

Speech and Language Team

Sensory and Physical Teams

Involvement with external agencies over 3 years

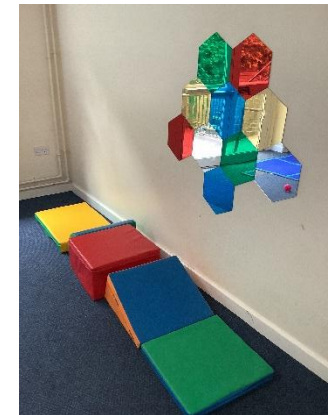


Facilities

In school we have:

A sensory room – this is where interventions such as music interaction take place.

An Enhanced Provision room where those pupils with our most complex SEND needs access the majority of their learning.



Play therapy room where some of our pupils have specialist 1:1 sessions with our play therapist or ELSA.

Pupils with medical needs

- Pupils with medical needs will be provided with a detailed Individual Health and Care Plan, compiled in partnership with parents and if appropriate, the school nurse and pupil themselves.
- Staff who volunteer to administer and supervise medications, will complete formal training.
- You will find our medical policy on our website here: [Policies - St Augustine's Catholic Primary Academy - Nottingham](#)

Equal access for all – Accessibility in school

How accessible is the school environment?

- Nursery building has full ramp access.
- Nursery building has separate disabled toilet/changing room and shower.
- Wheelchair access to main school is via a side entrance door.
- Wheelchair access is restricted to ground floor only however year group classrooms can change location to accommodate need.
- There is a disabled toilet in the main school.

You can find our Accessibility Audit on the school website here: [SEND - St Augustine's Catholic Primary Academy - Nottingham](#)

Mental Health and Wellbeing

What support will there be for children's overall well-being?

St Augustine's is a nurturing and inclusive family community which is rooted in our Gospel values and supportive of all. We are committed to going 'the extra mile' for our children and each other and have developed expertise through our inclusion support work to support our pupils and their families.

Sarah Hewlett is our Senior Mental Health Lead and she is supported by the school Wellbeing Team that is made up of a number of members of staff and the pupil Wellbeing Ambassadors.

The following members of staff have undertaken training in Mental Health First Aid:

Adult Mental Health First Aid



Sarah Hewlett



Frances Moore



Victoria Ncube

Support children can access during the school day:



Siobhan Humber, ELSA



Susan Nostelthaller,
Play Therapist

Name of support	What does it offer?	Who is it for	How is it accessed
Emotional literacy support assistant (ELSA).	An educational psychology led intervention for promoting the emotional wellbeing of children and young people.	Pupils who are experiencing general low mental health but have not met the threshold for specialist services.	Class teacher referral 60 minutes weekly sessions for a <u>6 week</u> period.
<u>Susan Nostelthaller</u> Certified Play and Creative Therapist, registered with PTUK.	One to one play therapy service.	Pupils experiencing specific difficulties with their emotional and mental health.	SENDCO Referral. Weekly sessions.
Safeguarding Team	Support and guidance on referrals to external agencies.	Pupils requiring specialist external agency support for their mental health.	Speak directly with a safeguarding team member in school.

Staff Training

What training do the staff supporting children and young people with SEND undertake?

- 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 coordinates training as necessary from a range of specialists from different agencies for example Educational Psychology Team, Autism Team, Behaviour Support Team and Learning Support Team.
- The SENDCO is also given staff meeting time each half term to disseminate information and training to our staff.

Staff training that has taken place 2024-25:

- Emotion coaching
- SEND adaptations
- ACES and attachment
- Sensory Solutions
- Structured Teaching
- R2i process
- Separation and Anxiety

SENDCO training:

- Senior Mental Health Lead
- Adult Mental Health First Aid

- NASEN (National Association of Special Educational Needs) training day – The Strategic SENDCO
- LEARN SEND hub - 2 day SENDCO training
- Enhanced Provision training
- Supporting behaviour of pupil with SEND through effective provision
- Enhanced Provision Networks
- Mental Health Networks
- Virtual School Conference

Responding to concerns and worries

Who can I contact for further information or if I have any concerns?

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs please contact the following in this order:

- Your child's class teacher,
- The SENDCo,
- The Headteacher

Contribution to the local offer

How do we use the local offer?

We use the local offer by accessing support from the local authority services for children on SEND support and with an EHCP. We work alongside Social Care and Health Care to ensure that the needs of all pupils are met with the right support.

Information on where the Local Authority's Local Offer can be found:

<https://www.asklion.co.uk/kb5/nottingham/directory/localoffer.page?directorychannel=7>