



ST AUGUSTINE'S CE PRIMARY SCHOOL

SPECIAL EDUCATIONAL NEEDS and DISABILITY (SEND) INFORMATION REPORT 2020-21

General Information/Frequently Asked Questions

What is the school ethos/approach to SEN and Disability?

St Augustine's CE Primary School is a fully inclusive school with a clear approach to meeting the needs of pupils with Special Educational Needs and Disability to ensure that all pupils, regardless of their individual needs achieves their best and becomes a confident individual living a fulfilling life.

What should I do if I think my child has a Special Educational Need or Disability?

If you have any concerns regarding any aspects of your child's education, contact your child's class teacher in the first instance. Further discussions with the school SENCO and/or senior leadership team may then be arranged, depending on the nature of your concern. If you have a concern related to a medical or health issue, then you may wish to speak to your doctor or health visitor.

How will I know how my child is doing in school? How will I be involved in discussions about, planning for, and involvement in, my child's education?

At St Augustine's CE Primary School we believe that parents should be kept fully informed about their child's progress. Parents and children are invited to attend Parent Conference Meetings in the autumn and spring terms. At these meetings the class teacher, parents and child are able to discuss the progress made and share individual targets to further improve learning. In the summer term parents receive a detailed report which highlights progress made, attainment levels along with progress towards the child's personal learning goals. Parents are able to make an appointment to discuss the report further if they wish to do so. Parents may also request information at any time regarding the progress of their child. Throughout the year there are opportunities for parents to attend International Primary Curriculum (IPC) exit points so children are able to share their learning from across different areas of the curriculum.

In addition children with an Education, Health and Care Plan (EHCP) will have a Person Centred Review Meeting once a year. At these meetings the child, parents, school staff and specialist outside agencies can discuss the progress made over the year, agree new targets and set actions as well as long term aspirations.

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

At St Augustine's CE Primary School the overall well-being of our children is a high priority and is monitored closely by all staff. We are very clear about the characteristics of the children we are helping to develop. There are 8 key attributes that are embedded in all aspects of daily life in order to prepare all of our children for future lives. The 8 personal learning goals that are taught throughout school are enquiry skills, adaptability, resilience, morality, good communication skills, thoughtfulness, co-operation and respect. All children have weekly lessons in PSHE. The school employs a learning mentor who works 1 to 1 or in small groups to support children with additional social and emotional needs. The school has trained first aiders available throughout school to deal with medical incidents. If you are concerned about your child's social or emotional development please speak to your child's class teacher and/or SENCO.

How does St Augustine's CE Primary School involve children and young people in their education and in the decision making process?

As part of our approach to learning and teaching for all pupils the teacher and child discuss their progress and attainment through one to one Learning Review meetings four times a year. Each child is fully involved, at their level of understanding, in setting their own targets for improvement in reading, writing, mathematics and attitude to learning, helping to identify how they can achieve these targets and evaluating their progress towards the previous targets.

During lessons all children are encouraged to evaluate their progress towards the learning objective, through oral feedback or evaluation faces. Children are encouraged to complete self and peer evaluations during lessons to further improve their learning. Our children value feedback from staff and time is given for children to respond to marking.

Who, outside of school, can I turn to for advice and support?

SIASS (Salford Information Advice and Support Service) is a community-based, confidential and independent information and advisory service for parents/carers of children and young people with special educational needs.

Telephone 0161 778 0343/ 0349 or email siass@salford.gov.uk

Speech and Language Therapy Service (SALT) will assess, diagnose and develop an individualised programme of care to maximise the communication potential of the children and young people referred to them and under their care. The work involves direct contact with children and young people with communication difficulties as well as their carers and other key people in their lives. Therapists also support children and young people with swallowing, eating and drinking difficulties.

Telephone 0161 206 2489

School Nursing Service promote and maintain the good health of all school age children and enable them to reach their full potential. They achieve this by working in partnership with parents, children and young people, school staff and other professionals. The School Nursing team can offer advice and support on a range of issues and has links to other services that work with children and families.

Telephone 0161 206 6081

Educational Psychology Service offers a professional psychological support service for children, young people, their families, schools, communities and other settings. Educational Psychologists apply psychological theory and research findings to promote the emotional, social, cognitive and educational development of children.

Telephone 0161 778 0476

Learning Support Service supports the inclusion of pupils with a variety of Specific Learning Difficulties (SpLD) in mainstream schools across the Salford Local Authority.

Telephone 0161 607 1671

Where can I find information about Local Authority provision for children and young people with SEND?

The publication of a Local offer outlining what provision is available for children and young people in the Salford area who have SEND can be found at <http://www.salford.gov.uk/localoffer>

How should complaints regarding SEND provision be made and how will they be dealt with?

St Augustine's CE Primary School has a complaints procedure to ensure we respond to complaints as quickly and effectively as possible. We value all comments about our school and we will endeavour to address your concerns at the earliest stage possible. A full copy of the school's Complaints Procedure can be obtained from the school office.

The vast majority of concerns can be resolved informally. There are many occasions when the class teacher, office staff, SENCO or senior teachers can resolve your concerns straight away. If you remain dissatisfied with the outcome the complaint should then be referred to the Head teacher or the Chair of Governors, as outlined in the Complaints Procedure.

What is St Augustine's CE Primary School policy for the identification of needs?

St Augustine's CE Primary School has a clear approach to identifying the needs of children with SEND with the emphasis being on early identification. School assesses each's pupils' current skills and levels on entry to the school, building on information from parents, previous settings and outside agencies, where applicable. Class teachers, supported by the senior leadership team, make regular assessments of progress of all pupils. If a child is making less than expected progress the first response is high quality teaching targeted at their areas of need. Where progress continues to be less than expected the class teacher, working with the SENCO, assesses whether the child has SEND. At this stage additional information and/or assessments may be requested from specialist outside agencies or medical professionals.

How does the school ensure the inclusion of pupils with SEND in activities outside of the classroom?

All children have access to and participate in an inclusive and enriching curriculum with lots of opportunities to develop their social, emotional and cultural well-being and development alongside their academic development.

The school has many extra- curricular clubs after school. These are offered to all children and any reasonable adjustments are made to ensure that all children can access the clubs of their choice.

To enrich the curriculum children attend various trips throughout the year. Every effort is made to ensure that all children can fully participate in their trips. Children with additional medical, physical or behavioural needs are included on the trip risk assessment. If required, additional staffing support is provided.

How are equipment and facilities to support pupils secured?

The school budget includes a notional budget for supporting children with SEND. Additional funding is provided for children with additional needs to ensure they are achieving their full potential. Resources, equipment and training is allocated through careful consideration of the SEND Action plan and whole school priorities for improvement.

How does St Augustine's CE Primary school support pupils with SEND during transition?

As this can be a difficult time for any child we try to ensure that all transitions are as smooth as possible.

To aid transition in the Early Years, teaching staff will visit parents and children in their own home. Children also get the opportunity to visit their classroom with their parents before a phased transition in September.

To aid transition from year to year children have the opportunity to meet their new teacher on 'Move up morning' and parents have the opportunity to meet their child's new teacher at 'Meet the Teacher Evening'. For children who will find transition particularly challenging, additional transition visits and transition booklets can be set up.

Close liaison is made with schools if a child moves school within the academic year to ensure that all relevant information is fully shared. In year 6, the class teachers and SENCO liaise closely with secondary schools. Additional transition or phased transitions are set up for vulnerable children or children with high levels of need.

How does St Augustine’s CE Primary School support young people with SEND in preparing for adulthood, independent living and the next phase of their education, training or employment?

At St Augustine’s CE Primary school there is a clear vision on the types of children we are hoping to develop now and for their future beyond education. Learning focusses on the eight personal learning goals alongside academic attainment.
The school has an enriching curriculum with lots of opportunities to develop their social, emotional and cultural well- being. Targeted social skills interventions are put into place where required.

How do I get a copy of the school SEND policy?

The school’s SEND policy can be found on the school website using the following link <http://staugustines.salford.sch.uk/special-educational-needs-send/> . Alternatively a copy can be obtained by contacting the school SENCO or school office.

Who do I contact for further information?

Contact the school SENCO
Miss H Pickering

Tel: 0161 794 4083
Email: sta@vantageacademies.co.uk

Details of Provision on offer at St Augustine’s CE Primary School to support children with Special Educational Needs or Disabilities

Area of SEND	COGNITION AND LEARNING	COMMUNICATION AND INTERACTION	SOCIAL, EMOTIONAL AND MENTAL HEALTH	SENSORY AND/OR PHYSICAL
<p>How St Augustine’s CE Primary school assess whether a child/young person has a SEND need</p>	<ul style="list-style-type: none"> -Ongoing formative teacher assessments -Summative teacher assessments -Monitoring of progress made across a range of subjects -Learning review progress towards targets -Dyslexia Screening test -Assessments by Educational Psychology Service -Assessments by Learning Support Service -Discussions with parents -Discussions with child -SENCO observations -SENCO/ Class teacher discussions 	<ul style="list-style-type: none"> -Ongoing formative teacher assessments -Summative teacher assessments -Speech and Language Therapy Service (SALT) assessments -WELLCOM assessments -Information from parents -Assessments by Educational Psychology Service -Discussions with parents -Discussions with child -SENCO observations -SENCO/ Class teacher discussions 	<ul style="list-style-type: none"> -Boxall Profile assessments -Information from Parents -Observations in class, playtimes, lunchtimes -Behaviour logs - Individual reward and consequences charts -Feedback from learning mentor interventions -Assessments by Educational Psychology Service -Assessments by Primary Inclusion Team -Discussions with parents -Discussions with child -SENCO observations -SENCO/ Class teacher discussions 	<ul style="list-style-type: none"> -Sensory Support assessments/ reports -Medical assessments/ reports -School nurse and Health Visitor assessments -Discussions with parents -Discussions with child -SENCO/ Class teacher discussions -Age related checks for hearing and vision -SENCO observations in class, playground, PE lessons

	COGNITION AND LEARNING	COMMUNICATION AND INTERACTION	SOCIAL, EMOTIONAL AND MENTAL HEALTH	SENSORY AND/OR PHYSICAL
How St Augustine's CE Primary school evaluate the effectiveness of the provision made	<ul style="list-style-type: none"> -Progress regularly tracked in core subjects -Additional interventions evaluated for impact by SENCO -Observation of interventions by SENCO/SLT -Visits from external agencies to monitor progress -Individual provision maps for children with high needs funding to be reviewed and updated regularly 	<ul style="list-style-type: none"> -Progress regularly tracked Additional interventions evaluated for impact by SENCO -Visits from Speech and Language Therapy Service to monitor progress of children who receive programmes in school -Observation of interventions by SENCO/ SLT -Individual provision maps for children with high needs funding to be reviewed and updated regularly 	<ul style="list-style-type: none"> -Additional interventions evaluated for impact by SENCO -Review of targets -Observation of interventions by SENCO/ SLT -Individual provision maps for children with high needs funding to be reviewed and updated regularly -Monitoring of additional behavioural systems set up for individual children -Evaluations by Learning mentor -Visits from external agencies to monitor progress 	<ul style="list-style-type: none"> -Regular visits from external agencies to monitor progress -Observation of interventions by SENCO/ SLT -Individual provision maps for children with high needs funding to be reviewed and updated regularly

	COGNITION AND LEARNING	COMMUNICATION AND INTERACTION	SOCIAL, EMOTIONAL AND MENTAL HEALTH	SENSORY AND/OR PHYSICAL
How St Augustine's CE Primary school adapt the curriculum and school environment for pupils	<p><u>Curriculum</u></p> <ul style="list-style-type: none"> -Differentiated planning, learning activities, delivery and outcomes -Teaching assistant/ teacher targeted support in class -Co-operative learning structures -Learning Review System -Structured school and classroom practices -English and maths intervention groups -Practical equipment/ activities/ games -Laptops/ tablets -ICT -Writing frames/ different ways of recording -Coloured overlays/ reading strips/ coloured paper -Learning Mentor support -Individualised timetables 	<p><u>Curriculum</u></p> <ul style="list-style-type: none"> -Differentiated planning, learning activities, delivery and outcomes -Teaching assistant/ teacher targeted support in class -Co-operative learning structures -Learning Review System -Structured school and classroom practice -Instructions/ requests repeated, rephrased and reduced -Speaking and Listening Intervention Groups -1:1 Speech and language programmes from SALT -Visual aids/ use of symbols -Practical equipment/ activities -Laptops/ Tablets -ICT- writing with symbols/ pictures 	<p><u>Curriculum</u></p> <ul style="list-style-type: none"> -Differentiated planning, learning activities, delivery and outcomes -Teaching assistant/ teacher targeted support in class -Co-operative learning structures -Learning Review System - Structured school and classroom practices -Whole School Positive Behaviour and Self Esteem Policy -Individualised rewards and sanctions system -Social Stories -PSHE lessons -Circle Time -After School Clubs -School Council -Learning Mentor providing 1:1 and small group interventions -Social skills interventions 	<p><u>Curriculum</u></p> <ul style="list-style-type: none"> -Differentiated planning, learning activities, delivery and outcomes -Teaching assistant/ teacher targeted support in class -Co-operative learning structures -Learning Review System -Structured school and classroom practices -Flexible teaching arrangements -Staff aware of implications of sensory or physical impairment -Support/ advice from outside agencies -Range of specialist equipment -Individual laptops -Touch Typing -Additional fine and gross motor skills activities -Additional physiotherapy sessions -Additional teaching assistant support during practical lessons e.g. PE, trips

	<p>Environment</p> <ul style="list-style-type: none"> -Visual aids/ use of symbols -Visual timetables -Learning focussed displays 	<p>Environment</p> <ul style="list-style-type: none"> - Communication Friendly Classrooms - Visual aids/ use of symbols - Visual timetables 	<p>Environment</p> <ul style="list-style-type: none"> -Additional working areas 	<p>Environment</p> <ul style="list-style-type: none"> -Accessibility of building e.g. ramps, disabled toilets, handrails -Outdoor Play areas
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<p>What specialist skills/ expertise do school staff have?</p> <p>What training are the staff teaching and supporting pupils with SEND having/recently had?</p>	<ul style="list-style-type: none"> -Whole staff trained in Kagan (co-operative learning structures) -Whole school training in ASD -Educational Psychologist advice and support for teaching staff -Learning Support Service advice and support for teaching staff -Working memory -TA trained in dyslexia intervention 	<ul style="list-style-type: none"> -Trained first aiders -ELKLAN trained teaching assistants -EYFS staff trained in Blank Levels -EYFS WELLCOM training -Speech and Language Therapy Service advice and support for teaching staff -Teaching assistants trained by S&L therapists to deliver specific programmes 	<ul style="list-style-type: none"> - Whole School Child Protection training -Whole school PREVENT training -Staff trained in Team Teach -Primary Inclusion Team advice and support for staff 	<ul style="list-style-type: none"> -Teachers/Teaching assistants trained in sensory awareness - Sensory support advice and recommendations for teaching staff for children with visual and hearing difficulties and sensory needs -Individual training from physiotherapy and Occupational therapy Service

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What external specialist services are accessed by school to meet the needs of pupils and support their families (to include education, health, social care and community/voluntary sector services)	<ul style="list-style-type: none"> - Educational Psychology Service - Learning Support Service 	<ul style="list-style-type: none"> - Educational Psychology Service - Speech and Language Therapy Service - Learning Support Service - ACE Team - Paediatrician 	<ul style="list-style-type: none"> - School Nursing Service - Paediatric Learning Disabilities Team - CAMHS - Primary Inclusion Team - Educational Psychology Service 	<ul style="list-style-type: none"> - Physiotherapy Service - Occupational Therapy Service - Sensory Support Service (Hearing Impaired service & Visually Impaired Service) - School Nursing Service - Health Visiting Service - Paediatrician - Specialist medical professionals - Paediatric Learning Disabilities Team