

# St Augustine's Catholic Primary School



## SEND Information Report

***“We love and learn together by growing in  
friendship with Jesus”***

***Linked virtues:  
‘Learned and Wise’***

***September 2024***

The Children and Families Bill (2014) requires Local Authorities and schools to publish information about services they expect to be available for the children and young people with Special Educational Needs or Disabilities (SEND) aged 0-25. This is called the 'Local Offer'. The intention of the Local Offer is to improve choice and transparency for families. It is also an important resource for parents in understanding the range of services and provision in the local area. The document below sets out the provision, support and resources available for children with SEND at St Augustine's Catholic Primary School.

This document is intended to give parents information regarding the ways in which we ensure we support all of our pupils, including those with SEND, in order that they can realise their full potential. It may not list every skill, resource and technique we employ in order to achieve this as these are continually developed and used to modify our provision to meet the changing requirements for individual pupils.

At St. Augustine's Catholic Primary School, we follow God's teaching and the Gospel Values considering each child to have been created by God as a unique individual made in His image. As an inclusive school, where we value each unique individual, we ensure all pupils achieve their potential personally, socially, emotionally and academically in all areas of the curriculum (regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs).

#### **Who is the school SENDCo?**

Mrs Griffiths is the Special Educational Needs Disability Co-ordinator (SENDCo). If you would like to discuss any concerns about your child then Mrs Griffiths can be contacted via the school office on 0121 705 4355 or [office@st-augustines@solihull.sch.uk](mailto:office@st-augustines@solihull.sch.uk)

#### **What types of SEND do we provide for?**

Support is offered for a wide variety of different needs. Children's special educational needs generally follow four broad areas of need: communication and interaction; cognition and learning; social, emotional and mental health and sensory and/or physical needs. Individual children may have needs that cross across all these areas and their needs may change over time.

#### **What should you do if you think your child may have special educational needs?**

If parents or carers have concerns relating to their child's learning or inclusion, then please initially discuss these with your child's class teacher. This then may result in a discussion with the school SENDCo. Parents may also contact the SENDCo directly if they feel this is more appropriate. All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

#### **How do we identify children with SEND?**

At St Augustine's Catholic Primary School, children are identified as having SEND when they have a significantly greater difficulty in learning than the majority of children the same age or have a disability which prevents or hinders them from making use of

education facilities of a kind generally provided for children of the same age in mainstream schools (SEND Code of Practice, 2015).

All pupils have individual national curriculum targets set in line with national outcomes to ensure ambition. Parents are informed of these via Parent's Evening and end of year reports. Pupils' attainment is tracked using the whole school tracking system and those failing to make expected levels of progress are identified quickly. These pupils are then discussed in termly progress meetings that are undertaken between the class teacher and a member of the Senior Leadership team.

Staff and parents/ carers can also raise concerns about a pupil directly with the SENDCo at any point; whether this be for academic progress or non-academic areas such as mental health, social skills or behaviour.

Where concerns are identified, the pupil will be placed on our monitoring list and monitored for a period of time. During this time, classroom adaptations may be made and targeted support may be offered. If the child is still not making appropriate progress, then we will look into why this may be happening and your child may be placed on the SEND register. Children can be placed on the SEND register at any time from Early Years to Year 6 and at any point during the year.

#### **What will happen if my child is identified as having SEND?**

When a child is placed on the SEND register, parents, teachers and children will collaborate to create a Pupil Support Plan (Appendix 1) detailing the child's current attainment, strengths, difficulties and interests and future targets. Additional action to increase the rate of progress and meet the set targets will be then identified. This may include modifications to teaching methods, additional support resources, a targeted intervention or support from an outside agency. These plans will then be reviewed termly.

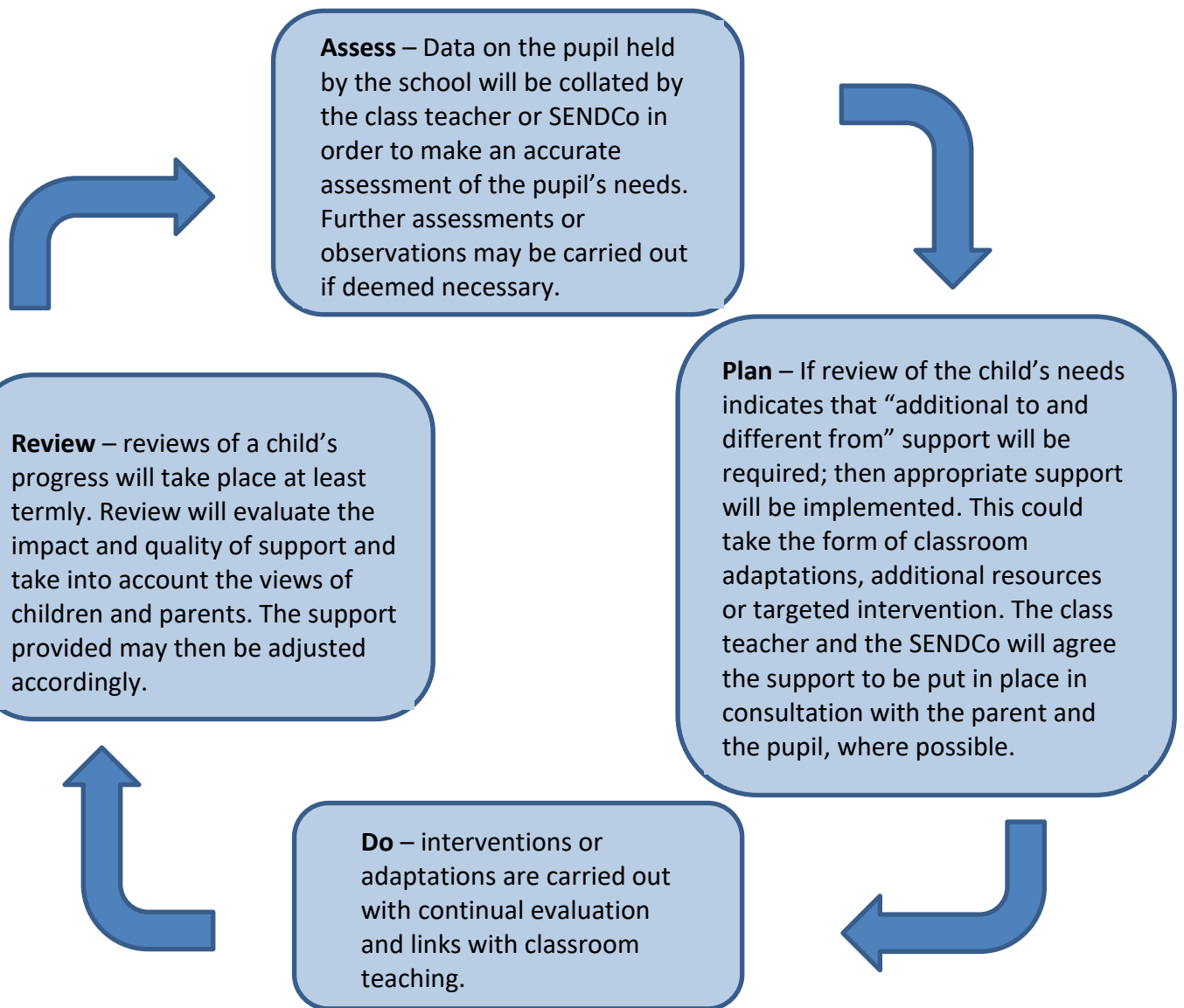
In line with the Children and Families Act (2014) and SEND Code of Practise (2015), St Augustine's are moving towards a person centred planning approach. The aims of a person centred approach include

- Children and parents are able to express their views and feelings and are able to be part of the decision making progress.
- Plans should be easy for children and parents to understand.
- Plans should highlight the child's strengths and interests as well as what they find difficult.

Where a child is shown to have made significant progress, the decision may be made to take the child off the SEND register.

## How are children with SEND supported?

If a pupil is identified as having SEND, we provide support that is 'additional to' or 'different from' the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching intended to overcome the barrier to their learning. When providing support that is 'additional to' or 'different from' we engage in a four stage process: Assess, Plan, Do, Review, detailed in the diagram below



### What level of support is available at St Augustine's?

After a need for support is identified, the class teacher and SENDCo will decide what level of support is needed. This may be at either Universal, Targeted or Specialist level.

**Wave 1- Universal-** All pupils will be provided with high quality teaching that is adapted to meet the needs of learners. When a pupil has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily, for example, using voice to text software for a child who finds it difficult to write or scaffolds and writing frames to help children to organise their ideas.

**Wave 2- Targeted-** Some children will need further support to make progress and achieve their targets. This may be in the form of small group support provided by the class teacher, a teaching assistant, or the SENDCo. These groups may be within the classroom or in a separate area of the school. This intervention is highly focused to meet individual targets and will be time limited and evidence based.

**Wave 3- Specialist-** When progress is limited, despite consistent use of universal strategies and a period of time of targeted support, then specialist support may be sought. This could be in the form of an assessment or advice from an outside agency such as speech and language therapists, occupational therapy or one of the SISS teams available in Solihull. Referrals for specialist support will always be discussed with parent first and consent sought.

For a small number of children, a high level of specialist support may be needed. In this instance, an Educational Health Care Plan (EHCP) may be requested from the Local Authority. If the Local Authority agree that an EHCP is needed, then they will conduct the statutory assessment and decide whether and EHCP should be written. This will then outline strategies and support to help your child reach long term goals.

The available provision for each area of need is detailed below. This is not a definitive list as provision can change due to availability of staffing, training and resources.

Area of Need	Wave 1 Universal All pupils, where appropriate	Wave 2 Targeted For some pupils	Wave 3 Specialist For a few pupils, where required
Cognition and Learning	<ul style="list-style-type: none"><li>Adapted planning, activities, teaching styles and outcomes.</li><li>High expectations and appropriate level of challenge for all</li></ul>	<ul style="list-style-type: none"><li>Small group teaching (with SENDCO, Teaching Assistant or other adult). This could be for maths, phonics, reading, spelling, handwriting etc.</li><li>Precision teaching</li></ul>	<ul style="list-style-type: none"><li>1:1 support for all or part of the lesson</li><li>Specialised timetables</li><li>Advice from Educational Psychologist</li></ul>

	<ul style="list-style-type: none"> <li>• Clear feedback and next steps in their learning</li> <li>• Multisensory learning approach</li> <li>• Visual supports</li> <li>• Visual timetables</li> <li>• Writing frames and scaffolds</li> <li>• Additional resources such as word banks, spelling aids etc</li> </ul>	<ul style="list-style-type: none"> <li>• Little Wandle Keep Up (Reception/ Year 1) or Catch Up (Year 2 onwards)</li> <li>• Talisman/ Titans reading schemes</li> <li>• ICT programmes e.g Clicker6, ipad apps, touch typing, voice to text software etc</li> <li>• Fine and gross motor skills groups e.g BEAM</li> <li>• Additional support from volunteer readers</li> <li>• Visual and auditory memory activities such as eyecanlearn</li> <li>• Equipment such as writing slopes, pencil grips</li> </ul>	<ul style="list-style-type: none"> <li>• Advice from SISS CLD Team</li> <li>• Specific support to meet EHCP outcomes</li> </ul>
<b>Communication and Interaction</b>	<ul style="list-style-type: none"> <li>• Simplifying instructions</li> <li>• Dual coding visuals</li> <li>• Whole class word aware strategies</li> <li>• Visual timetables</li> <li>• Kagan strategies</li> <li>• Autism friendly classrooms</li> </ul>	<ul style="list-style-type: none"> <li>• NELI</li> <li>• Time for Talk</li> <li>• Wellcomm</li> <li>• Colourful Semantics</li> <li>• Lego Therapy</li> <li>• Social Skills groups</li> <li>• Year 6 transition support</li> <li>• Pre-teaching of key vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Social Stories</li> <li>• Autism specific support from ASD team practitioner</li> <li>• Advice from the SISS ASD and SLCD teams</li> <li>• Speech and Language Therapist support</li> <li>• Advice from Educational Psychologist</li> <li>• Makaton</li> <li>• Specific support to meet EHCP outcomes</li> </ul>
<b>Social, Emotional and Mental Health</b>	<ul style="list-style-type: none"> <li>• Whole school behaviour policy</li> <li>• Whole school class rewards/ sanctions</li> </ul>	<ul style="list-style-type: none"> <li>• Stress balls/ fiddle toys</li> <li>• Use of resources such as a standing desk,</li> </ul>	<ul style="list-style-type: none"> <li>• Advice from SISS SEMH team</li> </ul>

	<ul style="list-style-type: none"> <li>• Jigsaw PSHE curriculum</li> <li>• Whole class mindfulness activities</li> <li>• Sensory Room open to all pupils</li> <li>• Peer listeners</li> </ul>	<ul style="list-style-type: none"> <li>• weighted blanket or wobble cushion</li> <li>• Self esteem/ anxiety interventions e.g Starving the Anxiety Gremlin</li> <li>• Support interventions e.g Drawing and Talking</li> <li>• Individual behaviour chart and reward system</li> <li>• Cool down or sensory area</li> <li>• Sensory circuits</li> </ul>	<ul style="list-style-type: none"> <li>• Advice from Educational Psychologist</li> <li>• CAMHS advice and support</li> <li>• Specific support to meet EHCP outcomes</li> </ul>
<b>Sensory and Physical</b>	<ul style="list-style-type: none"> <li>• Multisensory teaching strategies</li> <li>• Flexible teaching arrangement</li> <li>• Staff aware of implications of physical impairment</li> <li>• Use of equipment such as writing slopes</li> <li>• Consideration of seating arrangements.</li> <li>• Enlarged text where required</li> </ul>	<ul style="list-style-type: none"> <li>• Gross and fine motor support e.g. BEAM</li> <li>• Equipment such as ear defenders or specialist sensory equipment</li> <li>• Sensory circuits</li> </ul>	<ul style="list-style-type: none"> <li>• Advice from SISS physical/ sensory team</li> <li>• Advice from the Occupational Therapist</li> <li>• Toileting support plan</li> <li>• Specific support to meet EHCP outcomes</li> </ul>

**How do we consult pupils with SEND and involve them in their education?**

Pupils are a key part of the target setting process and are regularly consulted about their progress. Pupil voice questionnaires are conducted to give pupils with SEND a chance to voice their opinions about the support they receive in school. The results of the last questionnaires showed that pupils with SEND at St Augustine's are happy, enjoy school and feel they are well supported.

**How will parents know how their child is doing?**

Progress towards the identified outcomes will be shared with parents through the school reporting system and Parents' Evenings. Where a child has a Pupil Support Plan in place, termly meetings will be arranged to review progress. We operate an open door policy and

parents are welcome to make an appointment with the SENDCo to discuss their child's needs at any time. Home-school diaries can be used to communicate with school staff on a more regular basis.

#### **What are the admission arrangements for children with SEND?**

Pupils with SEN are admitted within the normal admissions procedure of the school. Parents and pupils are invited to view the school along with all other parents on an Open Day, or on a private inspection by appointment.

The Equality act 2010 prohibits school from discriminating against disabled children and young people in respect of admissions related to their disability. The school admissions policy requires that a young person with SEND be treated fairly. Admissions,

- Must consider applications from parents of students who have SEND, but do not have an Education Health Care Plan.
- Must not refuse to admit a student who has SEND because they do not feel able to meet their needs.
- Must not refuse to admit a student on the grounds that they do not have an Education Health Care Plan.

#### **How accessible is the school environment?**

All areas of the school can be accessed via ramps for wheelchair access. Class libraries are in place to provide an alternative to the upstairs library. A disabled toilet is available. See the Accessibility Plan for further details.

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

Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities, where it is deemed safe to do so.

#### **How well do children with SEND perform at St Augustine's?**

Children with SEND in St Augustine's school make good progress in line with their starting points.

Our end of Key Stage data for 2023-24 for SEND pupils was as follows

##### **End of Early Years (Reception)**

	Did not meet the Early Learning Goal	Met the Early Learning Goal
Literacy	0%	100%
Mathematics		100%

##### **End of Key Stage 1 (Year 2)**

	Working towards the expected standard	Working at the expected standard
Reading	100%	0%
Writing	100%	0%
Maths	100%	0%



**End of Key Stage 2 (Year 6)**

	Working towards the expected standard	Working at the expected standard	Working at greater depth
Reading	50%	25%	25%
Writing	50%	50%	
Maths	50%	50%	

**How do we support pupils moving between different phases of education?**

To ensure that children with SEND are given every opportunity to succeed, we carefully plan a transition programme to support movement from year to year, across key stages within school and movement into secondary school. When moving to secondary school, the SENDCo will liaise with the secondary school SENDCo to ensure all relevant information is passed on.

**What support is available for children's overall wellbeing?**

The school offers a wide variety of pastoral support for pupils. This includes the use of the Jigsaw Personal, Social and Health Education (PHSE) curriculum and Life to the Full Relationships and Sex (RSE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being. Our R.E curriculum, school virtues and the Christian ethos of the school also supports children's overall wellbeing. Our Behaviour Policy, which includes guidance on expectations, rewards and sanctions, is fully understood and in place by all staff. Pupil and Parent voice mechanisms are in place and children's views are sought through the School Council, Eco Council, Reading Council and RE Council. Where necessary, 1:1 or small group interventions are delivered to targeted pupils and groups. These aim to support improved interaction skills, emotional resilience and wellbeing.

**What training do our staff have to support pupils with SEND?**

Ongoing Continuing Professional Development (CPD) for all staff is a key priority within the school. Some of the recent training staff have attended includes

- Whole school Autism Education Trust training
- Language and communication
- Wellcomm
- Positive Handling
- Drawing and Talking
- Paired Reading
- Assistive technologies
- Mental Health First Aid

### **How will we secure specialist expertise?**

If progress rates are judged to be below expectations, despite the delivery of high quality interventions, advice may 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:

- Local Authority Support Services. We currently receive support from Solihull Specialist Support Services, including specialist teachers from the Autism (ASD), Communication and Learning Difficulties (CLD), Social, Emotional, and Mental Health (SEMH) and Sensory and Physical Impairment (SPI) teams.
- Health partners such as the School Nurse and Child & Adolescent Mental Health Service (SOLAR), Occupational Therapy or Speech and Language Therapy.

### **How do we evaluate the effectiveness of our SEND provision?**

The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes including classroom observation by the senior leadership team, ongoing assessment of progress made by pupils with SEND, work sampling and scrutiny of planning to ensure effective matching of work to pupil need.

Provision maps are used to record and monitor and evaluate interventions used across the school. Inclusion is an important part of our School Development Plan and targets are set yearly through the SEND action plan to continually improve the SEND provision within the school. These targets are viewed by the SENDCo and SEND governor.

### **What support services are available to parents?**

Solihull SENDIAS offer a free confidential and impartial service for children and young people with Special Educational Needs & Disability (SEND) and their parents and carers. They are legally trained to offer information advice and support to children, Young People & their parents, to help them make informed decisions and play an active role in their own or their child's education. They explain SEND processes and procedures in straight-forward language so everyone knows what to expect and what part they play'. SENDIAS can be contacted via Telephone: 0121 516 5173, Email: [Solihullsendias@family-action.org.uk](mailto:Solihullsendias@family-action.org.uk) or their website: <https://www.family-action.org.uk/what-we-do/children-families/send/solihullsendias/>

Other support can be found from the following organisations

[SASSI - Solihull Autism Support Group](#)

[Solihull Parents Network](#)

Further sources of support, resources and wellbeing guidance can also be found on the school website. <https://www.st-augustines.solihull.sch.uk/send/>

**What can I do if I have a complaint?**

If you are unhappy with the school's response to meeting your child's needs, then please contact your child's class teacher in the first instance. If your concern is not resolved, then please contact the SENDCo and if you are still concerned then please contact the Headteacher.

**Where can the Local Authorities local offer be found?**

Solihull's Local Offer can be found via the link below:  
<https://www.solihull.gov.uk/children-and-family-support/localoffer>

K. Griffiths

September 2024

To be reviewed September 2025

### Appendix 1- Example Pupil Support Plan



*We love and learn together by growing in friendship with Jesus*

Name	Year	Date of Plan	Area of need
Photo	What my strengths are:	What I need help with:	
In the classroom I need:		I will support myself by:	
		My parents/ carers will support me by:	
		Resources that support me:	
Professionals that help me:			
Other information:			

### Targets

Assess	Plan	Do	Review	
Area of Concern	SMART Targets (max 3)	Provision to support targets (what, when, who)	Review of progress	Date reviewed