



St Augustine's Catholic Primary School

Local Offer (SEND)

St Augustine's is an inclusive school and may offer the following range of provision to support children with SEND

- **Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs or disability (SEND)?**

Initially the Class teacher together with the SENCo

The SENCo is responsible for:

Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.

Ensuring that you are:

involved in supporting your child's learning

kept informed about the support your child is getting

involved in reviewing how they are doing

Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapists, Educational Psychologist, SpLD team, CIT team (Communication and Interaction team working with ASD children), Outreach teacher, etc...

Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.

Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.

Class/subject teacher

Responsible for:

Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like differentiation, targeted work, additional support) and letting the SENCo know as necessary.

Writing Individual Targets for Statemented children (+ SAP children), sharing and reviewing these with parents and SENCo at least once each term and planning for the next term.

Ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.

Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

Headteacher

Responsible for:

The day to day management of all aspects of the school, this includes the support for children with SEND.

She will give responsibility to the SENCo and class teachers but is still responsible for ensuring that your child's needs are met.

She must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

SEN Governor

Responsible for: Making sure that the necessary support is made for any child who attends the school who has SEND.

➤ **What are the different types of support available for children with SEND in St Augustine's? *Class teacher input via excellent targeted classroom teaching also known as Quality First Teaching.***

For your child this would mean:

That the teacher has the highest possible expectations for your child and all pupils in their class.
That all teaching is based on building on what your child already knows, can do and can understand.
Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical/kinaesthetic learning styles.
Specific strategies (which may be suggested by the SENCo or outside agencies) are in place to support your child to learn.

Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gap in their understanding/learning and needs some extra support to help them make the best possible progress.

All children in school should be getting this as a part of excellent classroom practice when needed.

Specific group work with in a smaller group of children.

This group, often called Intervention groups by schools, may be run in the classroom or outside.

Run by a teacher or most often a Teaching assistant who has had training to run these groups. He/ She will engage in group sessions with specific targets to help him/her to make more progress. A Learning Support Assistant/teacher or outside professional will run these small group sessions liaising carefully with the class teacher

This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning.

Specialist groups run by outside agencies e.g Speech and Language therapy OR Occupational/Physio therapy groups

For those children who have additional needs:

which means they have been identified by the class teacher/SENCo as needing some extra specialist support from a professional outside the school. This may be from:

Local Authority central services such as the Sp&L Team or Sensory Service (for students with a hearing or visual need). Up to the age of 5, Sp&L therapy will happen outside school eg at Kaleidoscope. Once your child is 5, the relevant specialist will come to school via referral made by school and will observe, assess and give guidance

Outside agencies such as the Speech and Language therapy (Sp&L) or Educational Psychologist Service.

For your child this would mean:

Your child will have been identified by the class teacher/SENCo (or you will have raised your worries) as needing more specialist input instead of or in addition to quality first teaching and intervention groups.

You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.

You may be asked to give your permission for the school to refer your child to a specialist professional e.g a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them better in school.

The specialist professional will observe/assess your child to understand their needs, speak to you, class teacher and SENCo, make recommendations and give guidance to the school to support your child better, which may include:

Making changes to the way your child is supported in class e.g some individual support or changing some aspects of teaching to support them better

Support to set better targets which will include their specific expertise

A group run by school staff under the guidance of the outside professional e.g a social skills group, speech and language group

A group or individual work with outside professional

The school may suggest that your child needs some agree individual support in school. They will tell you how the support will be used and what strategies will be put in place.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

Specified Individual support

This is usually provided via a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP).

Sometimes your child will also need specialist support in school from a professional outside the school. This may be from:

Outside agencies such as the CIT team, SpLD, EP or Sensory Service (for students with a hearing or visual need), Speech and Language therapy (Sp&L) Service.

For your child this would mean:

The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.

After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support at School Action Plus.

After the reports have all been sent in the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need a specific number of hours of support in school to make good progress. If this is the case they will write a Statement of Special Educational Needs or an EHCP. If this is not the case, they will ask the school to continue with the support at School Action Plus, school will be responsible to make sure a plan is in place to ensure your child makes as much progress as possible.

The Statement or EHCP will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child.

The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

➤ How can I let the school know I am concerned about my child's progress in school?

If you have concerns about your child's progress you should speak to your child's class teacher initially.

If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the SENCo or Headteacher

If you are still not happy you can speak to the school SEND Governor.

➤ **How will the school let me know if they have any concerns about my child's learning in school?**

If your child is then identified as not making progress the school will set up a meeting to discuss this with you in more detail and to:

listen to any concerns you may have too

plan any additional support your child may receive

discuss with you any referrals to outside professionals to support your child's learning

➤ **How is extra support allocated to children and how do they move between the different levels?**

The Head Teacher / Deputy Head and SENCo discuss all the information they have about SEND in the school, including:

the children getting extra support already

the children needing extra support

the children who have been identified as not making as much progress as would be expected

And decide what resources/training and support is needed.

All resources/training and support are reviewed regularly and changes made as needed.

➤ **Who are the other people providing services to children with an SEN in this school?**

Directly funded by the school:

Additional Speech and Language Training for staff input to provide a higher level of service to the school.

CIT team (Communication and Interaction ie ASD), Educational Psychology Service

SpLD (Specific literacy Difficulties - Assessment, advice and resources for children with literacy or numeracy difficulties including Dyslexia)

Speech and Language Therapy (provided by Health but paid for by the Local Authority)

Provided and paid for by the Health Service but delivered in school:

School Nurse

Occupational Therapy

Physiotherapy

Access to Medical Interventions:

regular update sessions between SENCo and school nurse.

Initial meetings with school nurse and parents of children with medical issues to establish child's needs in school and, where appropriate, draw up care plans.

Staff training in the administration of support and/or medication for conditions including epilepsy, diabetes and epipen use.

Liaison with medical professionals, eg. GPs, hospital consultants and mental health practitioners, providing ongoing treatment to children in the school.

Posters with photographs of child and detailing the child's condition and, where relevant, required medication displayed in staffroom, the child's classroom and the school kitchen.

Individual protocols for children with significant medical needs.

Implementation of risk assessments.

Selected support staff trained in First Aid, most recently in April 2013.

➤ **How are the teachers in school helped to work with children with an SEND and what training do they have?**

The SENCo's role is to support the class teacher in planning for children with SEND.

The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND issues such as ASD, SpLD, Sp&L and medical.

Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g from the CIT team, SpLD

➤ **How will the teaching be adapted for my child with SEND?**

Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met.

Specially trained support staff can adapt the teachers planning to support the needs of your child where necessary.

Specific resources and strategies will be used to support your child individually and in groups.

Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.

➤ **How will we measure the progress of your child in school?**

Your child's progress is continually monitored by his/her class teacher.

His/her progress is reviewed formally every term and a National Curriculum level given in reading, writing, numeracy and science.

If your child is in Year 1 and above, but is not yet at National Curriculum levels, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. The levels are called 'P levels'.

At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and are the results that are published nationally.

The progress of children with a statement of SEND/ EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.

The SENCo will also check that your child is making good progress within any individual work and in any group that they take part in.

➤ **What support do we have for you as a parent of child with an SEND?**

The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.

The SENCo is available to meet with you to discuss your child's progress or any concerns/worries you may have.

All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.

Targets will be reviewed on a regular basis.

Homework will be adjusted as needed to your child's individual needs.

A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.

➤ **How is St Augustine's building accessible to children with SEND?**

As far as possible we try and make the school accessible, we do however have very limited space within the school. Accommodation is at a premium and there is no capacity to build further.

We ensure that equipment used is accessible to all children regardless of their needs.

Breakfast club and after school provision/extra curricular activities are accessible to all children including those with SEND (as far as is reasonable)

➤ **How will we support your child when they are leaving this school? OR moving on to another class?**

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

If your child is moving to another school:

We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child.

We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

Information will be passed on to the new class teacher IN ADVANCE and in most cases, a planning meeting will take place with the new teacher. All Individual Targets will be shared with the new teacher.

a transition book to support your child understanding moving on will be made for them.

In Year 6:

The SENCo will attend the Primary Transition Day to discuss the specific needs of your child with the SENCO of their secondary school, a specialist session will be put in place for students with an ASD, as appropriate

Your child will do focused learning about aspects of transition to support their understanding of the changes ahead.

Where possible your child will visit their new school on several occasions, accompanied by their parent/carers and by the SENCo in the case of Statemented children, and staff from the new school will visit your child in their school whenever possible.

For children with complex SEND, the frequency of such provision may result in the school applying for additional funding to support a child, known as Exceptional Needs Funding.

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