



# St Augustine's Catholic Primary School

## SEND Information Report

2016-2017

<p><b>Name and contact details of the SENCO</b></p>	<p>The SENCo is Mrs A. Bayouni who works Monday, Tuesday and Wednesday          You can contact the SENCo by email:  <a href="mailto:Abayouni@staugustines.lewisham.sch.uk">Abayouni@staugustines.lewisham.sch.uk</a>          or phone the school on 0208 698 6083</p>
<p><b>What kinds of special educational needs are provided for at St Augustine's?</b></p>	<p>St Augustine's Catholic Primary School is a one form entry mainstream, multi-cultural, inner city catholic primary school with children who have a diverse range of needs. The school prides itself on a collaborative, inclusive approach when meeting the needs of children.</p> <p>St Augustine's has a team of skilled teaching staff, teaching assistants and individual support assistants.</p> <p>Alongside the universal curriculum additional and/or different provision is made in school for children whose needs may fall into one or more of the four categories identified in the 2014 SEND Code of Practice:</p> <ul style="list-style-type: none"> <li>• Cognition and learning</li> <li>• Sensory, Medical and Physical</li> <li>• Communication and Interaction</li> <li>• Social, Emotional and Mental Health</li> </ul>
<p><b>How do we identify children with SEND and assess their needs?</b></p>	<p>There are a variety of ways that St Augustine's identifies and assesses children with SEN. Through stringent data analysis and pupil progress meetings, children who are underachieving and not reaching their full potential are quickly identified and extra provision put in place.</p> <p>Teachers who have any concerns about a child, academically, socially or emotionally will approach the SENCo for an initial discussion. These concerns will also be raised with the parents. The SENCo will then carry out an observation, look at work and talk to the child about their views of their learning and school depending on the need that has been identified. Interventions and support will be discussed and put in place. Additional assessment tools may be used by the SENCo to obtain further understanding of a child's learning difficulties such as:</p> <ul style="list-style-type: none"> <li>• Dyslexia portfolio</li> <li>• British Picture Vocabulary Scale III</li> <li>• Ravens Coloured Progressive Matrices</li> <li>• York assessment of Reading Comprehension</li> </ul> <p>Depending on the outcomes and needs of the child, outside agencies may be contacted with permission of the parent. The outside agencies will then advise and support the school with interventions and strategies.</p> <p>If despite this support, the child is still not making progress and the school and outside agencies feel that an Education, Health and Care plan is necessary then the school will apply for it.</p>

<p><b>How do we consult parents of pupils with SEND and involve them in their child's education?</b></p>	<p>Positive collaboration between parents and staff enables us to achieve the best outcomes for children. Parents are encouraged to share information about their child so we can plan the most appropriate support for them.</p> <ul style="list-style-type: none"> <li>• Regular parent meetings take place with the SENCo and class teacher and child to review progress and well being.</li> <li>• Regular meetings with outside agencies take place to review targets set and progress of the child (for children with SEN Support and EHCPs).</li> <li>• Twice a year parent consultations take place (October and February).</li> <li>• SENCo can be contacted in person, by phone or email</li> <li>• SENCo will always make herself available to discuss a child's needs</li> </ul>
<p><b>What arrangements are there for assessing and reviewing children's progress towards outcomes?</b></p>	<p>Through the "Assess, plan, do, review" cycle teachers are continually assessing pupils' learning. The class teacher will continuously be reviewing progress throughout lessons and interventions which will shape future learning. This includes questioning, observing and marking. Progress is also reviewed through the entry and exit data on provision maps, including groups and individual targets. The class teacher will monitor closely all their children and identify a focus/traget group.</p> <ul style="list-style-type: none"> <li>• Progress is reviewed through target setting, half termly assessments, pupil progress meetings, parents evenings, end of year reports.</li> <li>• Regular meetings will be held with the parent and child to assess and review progress for children with SEND.</li> <li>• Progress is reviewed through regular meetings and reviews with external agencies, the parent and child.</li> <li>• Additional assessments arrangements are made for children with SEND, where needed ie reading/spelling age, dyslexia, comprehension</li> <li>• Extra time, scribes, enlarged prints and using different media to assess children that need additional support are available.</li> </ul>
<p><b>What arrangements are there for supporting children moving between phases of education?</b></p>	<p>Early Years Foundation Stage  We personalize transition arrangements for pupils according to their needs.  A graduated transition is timetabled for the SEND children entering Reception from Nursery whether they are currently at St Augustine's or not. They will visit their next class and spend time with the staff before starting Reception class. They are also provided with a transition booklet including pictures of their teachers, teaching assistants and relevant staff, classroom, key landmarks and new things that they may encounter in and around the school. Home visits with EYFS staff are held before starting in the EYFS.  EYFS-KS1-KS2  Transition meetings are held for specific children who are likely</p>

	<p>to find transition difficult. This will include parents, SENCo, class teachers and any outside agency, where relevant. In this meeting a transition plan is discussed and targets, interventions and any relevant information about the child are discussed with the next teacher. Additional arrangements that are needed for the child will also be arranged (transition booklet, seating plan, work station, resources)</p>
<p><b>What is our approach to teaching children with SEND?</b></p>	<p>Every teacher at St Augustine’s is committed to providing a creative, differentiated and interesting curriculum.</p> <ul style="list-style-type: none"> <li>• Teachers have high expectations of <i>all</i> children and they look for ways to support them as individuals, preparing them for a successful, fulfilling future.</li> <li>• All pupils receive ‘quality first teaching’ and a differentiated curriculum to meet the variety of needs within the classroom. This means that the teachers at St Augustine’s adapt and vary their teaching to meet the different learning styles and needs in the classroom.</li> <li>• In addition to this, individual and group interventions provide extra support to those children who may need a more specific and targeted approach.</li> <li>• The class teachers all use a provision map where we record these interventions ensuring that all the targets are monitored and evaluated. This enables the class teacher and SENCo to monitor the effectiveness of these interventions making sure that they are having maximum impact on the child’s learning and progress.</li> </ul>
<p><b>How are adaptations made to the curriculum and the learning environment of children with SEND?</b></p>	<ul style="list-style-type: none"> <li>• Every classroom is inclusive and supports a wide range of needs.</li> <li>• A wide range of visuals and working displays are used to support children’s learning.</li> <li>• Children are positioned strategically in the classroom</li> <li>• The learning environment is also adapted for individual needs for example children with autism (ASD) may have an individual work station and visuals to support them in class.</li> <li>• Alternative recording methods may be used (scribing, use of ICT, mind mapping, photographs).</li> <li>• The curriculum is scaffolded and differentiated to meet the needs of children. This could be 1:1 support, peer partners or group support. The teachers take into account that children may be visual, auditory or kinesthetic learners and provide a range of opportunities throughout the day</li> </ul>
<p><b>How do we ensure the expertise and training of staff to support children with SEND, including specialist expertise, will be secured?</b></p>	<p>Continuous professional development is arranged according to the School Development Plan and needs of the pupils. Training may be provided by external trainers, delivered in house, or staff may attend specific training courses run by outside agencies. Staff are trained annually in the safe administration of medicine to pupils by the School Nurse Service. St Augustine’s purchases a Service Level Agreement each year</p>

	<p>with the Educational Psychology Team, Drumbeat Autistic Spectrum Outreach Team and Speech and Language Team. The school also works closely with the New Woodlands Outreach Teacher. The SENCo and staff work collaboratively with these agencies to review and improve practice.</p>
<p><b>How do we evaluate the effectiveness of the provision made for children with SEND?</b></p>	<p>All teaching and learning is evaluated using the “Assess, plan, do, review” cycle. All staff working with pupils cooperates in this process. Half termly pupil progress meetings evaluate the provision formally and future support is planned according to pupils’ needs and the impact of the interventions.</p>
<p><b>How are children with SEND enabled to engage in activities available to pupils in the school who do not have SEND?</b></p>	<p>We adhere to the guidance in the Equality Act 2010 to:</p> <ul style="list-style-type: none"> <li>• Eliminate discrimination</li> <li>• Advance equality opportunity</li> <li>• Foster good relations</li> </ul> <p>Additional support is provided to enable children with SEND to be as fully involved as possible in all aspects of school life. All extra-curricular activities (clubs) are available to SEND children. Where appropriate, individual risk-assessments are carried out, to ensure pupil’s safety.</p>
<p><b>What support for improving emotional and social development do we offer?</b></p>	<p>We ensure we know our children and are available to listen to them. We are alert to any changes in behaviour and offer support when needed. We work in partnership with parents and carers to offer support to pupils and their families at times of difficulty. We support pupils’ emotional and social development using:</p> <ul style="list-style-type: none"> <li>• Robust safeguarding procedures</li> <li>• Good liaison and communication between staff to ensure we are alert to and can respond promptly to children’s needs</li> <li>• PSCHE lessons</li> <li>• Prayers</li> <li>• Mentoring</li> <li>• “Pal” system between Year 6 and EYFS/Infants classes</li> <li>• Personalised transition arrangements</li> <li>• Lego groups</li> <li>• Social stories</li> </ul> <p>We will also seek external professional help when needed from New Woodlands Outreach, Educational Psychologists and/or CAHMs.</p>
<p><b>How do we support children with SEND looked after by the local authority?</b></p>	<p>We monitor these pupils’ academic and social development carefully. Regular meetings are held between school, carers and local authority agencies involved with the children. We are sensitive to the children’s family situations and support them as needed to fulfil their potential at St Augustine’s.</p>