

# St. Augustine's CE Primary School



We want all of our community to have equal opportunities to experience life in all its fullness (John 10:10).

We encourage all community members to “be the best we can be” in every aspect of their lives as we grow in, and reflect on, the Christian virtues of Faith, Hope and Love (1 Corinthians 13)

## SEND School Information Report 2024/2025

At St. Augustine's we believe that every child has the ability to achieve and find success during their time with us. We aim to establish pupils' strengths and educational needs as soon as they start school and, in this way, develop programmes of support that will help our pupils achieve their full potential and be the best that they can be.

### **1. What is SEND (Special Educational Needs and Disability) and what kinds are provided for?**

If a child has particular needs that require the school to make additional provision to meet their needs, this could mean that the pupil has SEND. This includes children who:

- Have a significantly greater difficulty in learning than the majority of others the same age;
- Have significantly greater difficulty managing their emotions and/or behaviour than the majority of others the same age;
- Have significantly greater difficulty in interacting with their peers than the majority of others the same age;
- Have a disability which prevents or hinders them from making use of facilities generally provided for others of the same age in mainstream schools.

Special Educational Provision means different or additional support to that which is generally made for children of the same age. Whilst every class teacher adapts their teaching to meet the

individual needs of children in their class, some children will require more specialised support or interventions in addition to this in order for them to achieve their full potential.

Under the SEND Code of Practice (2015), SEND is broken down into 4 broad areas of need; children may have needs in more than one of these areas. Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and Interaction, e.g. autistic spectrum disorder (ASD), speech and language difficulties
- Cognition and Learning, e.g. dyslexia
- Social, Emotional or Mental Health (SEMH) e.g. anxiety or attention deficit disorder (ADD)
- Sensory and/or Physical Needs, e.g. visual impairments, epilepsy

For more information, please refer to the SEND Code of Practice (2015)

## **2. How does the school identify pupils with SEN and assess their needs?**

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social communication. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

## **3. How does the school consult and involve pupils and parents?**

Your child's teacher may arrange a time to discuss concerns or they may talk to you about any difficulties with you during a parent/teacher evening.

The SENDCo may contact you to arrange a meeting to discuss your child's difficulties and any possible support the school may consider appropriate.

The class team, alongside the SENDCo, will put together a SEND Support Plan detailing your child's strengths, needs, planned outcomes and provision. SEND Support Plans will be shared with you

and an opportunity will be provided for you to meet with the SENDCo to contribute to these. These are reviewed termly.

Where appropriate, assessments and advice may be sought from outside agencies to give a clearer picture of your child's needs and how best to support them. For example, a Speech and Language Therapist (SLT) or an Occupational Therapist (OT). Parental permission will always be gained for this input and you will be involved in any work with outside agencies.

Any conversation will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

At St. Augustine's Primary we encourage parents to be involved in all aspects of their children's learning and development – you know your child best. We also think it is helpful to hear your child's views about their experiences with learning.

- You can share your views at regular meetings with the class teacher, during which you will be informed of strategies designed to support your child's individual needs.
- If your child has an identified special educational need or disability, you will be informed termly of their progress with their individual targets in writing and given an updated learning support profile detailing any changes to their provision. You will also be invited to a termly meeting with the SENDCo to discuss current progress, support strategies being used and expected outcomes.
- The views of your child are also very important and will be taken into consideration when planning support for individuals. These views are taken through the use of a 'One-Page Profile' as well as any other means appropriate to the individual child.
- If your child has an Education, Health and Care Plan (EHCP), you and your child will be able to share your views at the Annual Review meeting.
- If your child is Looked After (LAC) and also has a SEND, you can speak to the designated officer for LAC (Emily Bettoni) and/or give your views to education, health and social care providers.

#### **4. How does the school assess and review pupils' progress towards outcomes?**

We follow the 'graduated approach' to SEND support, in line with the SEND Code of Practice (2015). This involves a four-part cycle of **assess > plan > do > review**.

The class or subject teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs (**assess**).

This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress, attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought and the support / strategies that need to be put in place (**plan**). After we have completed a cycle of support or interventions (**do**), we will **review** the impact on the pupil's progress.

#### **5. How does the school support pupils moving between phases and preparing for adulthood?**

At St. Augustine's CE Primary School, we understand the need for a smooth transition between year groups and particularly when starting a new Key Stage or new school. We also understand that a smooth transition is essential for many children with special educational needs and/or disabilities.

##### Transitions within St. Augustine's Primary School (i.e. between year groups and Key Stages)

- All children have the opportunity to take part in transition visits before the summer holidays in July, where they see their new classrooms and meet their new teachers and support staff.
- The Reception to Year 1 transition is carefully planned and communicated to parents. This transition includes some mornings spent in the Year 1 classroom to increase familiarity with new staff, learning expectations and routines.
- Time is allocated for children's current teachers to share key information about the class with their new teacher, to ensure that all staff are aware of individual pupils' needs, learning progress and the effective support strategies. The SENDCo ensures that all staff have the opportunity to look at children's EHC Plans and SEND Support Plans.
- Where necessary, a transition book/social stories are written to support individual children manage the transition between year groups/ key stages. They may also be shared with parents to be read at home.

##### Transitions between schools

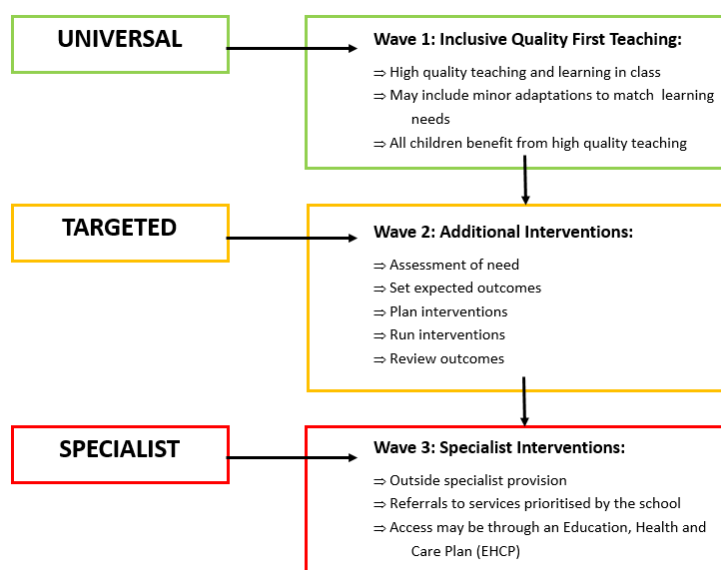
Where a child is joining us or leaving us, we liaise with your child's previous or future school to discuss any individual needs and how best to support your child. Any useful resources or information are shared.

St. Augustine's Primary makes arrangements to ensure there is a smooth transition when your child transfers to his/her secondary school of choice.

- St. Augustine's liaises closely with secondary schools to support their transition plans. We accommodate visits from secondary school staff to St. Augustine's. We also arrange for children to visit their new schools.
- Where required for Year 6 transition, St. Augustine's communicates individual needs with key staff at secondary schools and provides support in arranging extra transition support. For example, additional transition days to support with developing friendships before beginning in September.
- Whole class activities and circle times are delivered to eliminate and minimise any anxieties and concerns about moving from Primary to Secondary education. We work closely with the charity 'MIND' to plan and deliver targeted workshops in the summer term of Y6.
- A transition book and social stories may be used to prepare children for routines and expectations at their new schools.
- If your child has an EHC Plan, we will participate in and/or facilitate its review in sufficient time prior to him/her moving between key phases of education. Relevant staff from the secondary school will be invited to attend this review. You will be kept informed of these arrangements and asked to attend the review.

## 6. What is our approach to teaching pupils with SEND and what adaptations do we make to the curriculum and learning environment?

In line with the SEND Code of Practice (2015), we have a 3-tiered philosophy to supporting a child's learning and the support is broken down into three waves, as detailed below:



### Universal (Wave 1) Support:

We aim to meet your child's learning needs through high-quality teaching delivered by their class teacher. Teachers use adaptive teaching strategies to support improving outcomes for pupils with SEND. For example:

- providing explicit instructions (e.g. modelling tasks clearly, using clear language, breaking learning down into steps)
- providing scaffolding (e.g. visual word banks, sentence stems)
- using flexible grouping (e.g. working with 'learning partners', working in groups).

Teachers may also use strategies such as personalised reward charts, movement breaks and sand timers to support good outcomes. This type of support benefits all pupils in the classroom, not just those with SEND.

#### Targeted (Wave 2) Interventions:

These are short term educational provisions that are put in place to address specific areas of difficulty or reduce any barriers to your child's learning and development. Using the graduated approach, we will: assess your child's needs, plan an appropriate intervention, deliver the intervention and then review the impact on your child's progress towards individual learning outcomes. Targeted interventions might include LEGO Therapy, Phonics Catch-up Sessions, Talk Boost or Fine Motor Skills Groups. The interventions we offer are informed by external professionals and recommendations in their reports.



#### Specialist (Wave 3) Interventions:

It may be necessary to seek specialist advice or regular long-term support from a specialist outside of the school. This may include:

- Educational Psychologist (EP)
- Speech and Language Therapist (SLT)
- The Westminster Outreach team
- Occupational Therapist (OT)
- Physiotherapist
- Child and Adolescent Mental Health services (CAMHS)
- Tri-Borough Alternate Provision (TBAP)
- Social Communication Assessment Service

For a very small number of children, access to these specialists may be through provision in their Education, Health and Care Plan (EHCP).

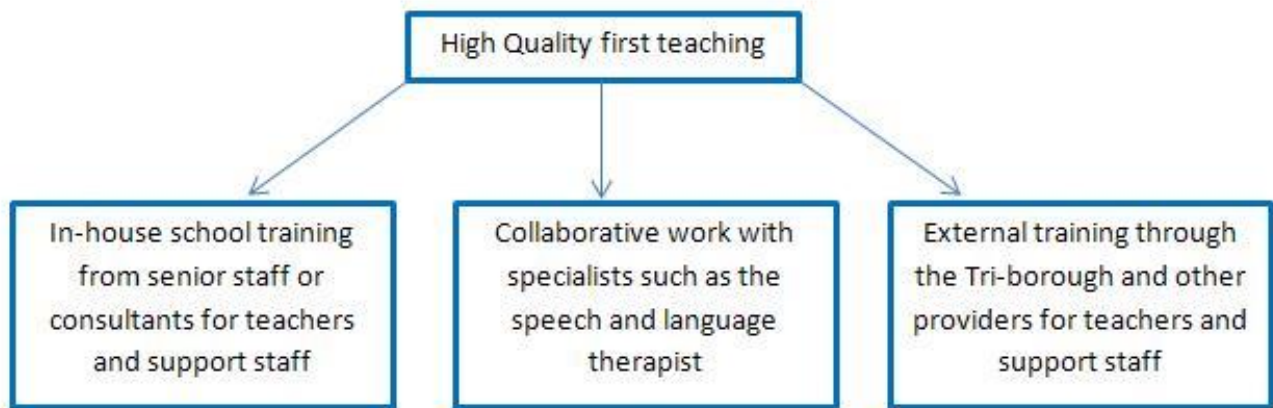
#### Curriculum:

We plan our curriculum carefully to match the age, ability and needs of all children. The class teacher will adapt lesson planning and teaching to match your child's special educational needs and/or disability. It may be appropriate to adopt different strategies or resources to meet your child's learning needs.

We regularly review the learning of individual children and groups to ensure that the curriculum and teaching strategies are meeting the needs of all children. Additional specialist advice may be sought and, when necessary, accessibility aids and technology may be used to support your child's learning.

St. Augustine's regularly reviews its Accessibility Plan to ensure that all children have the fullest access to the curriculum and the school site as possible. Other adults, including support staff and

volunteers, are carefully deployed to provide targeted support. This includes, but is not limited to, in-class support, small group interventions and one-to-one interventions.



**7. How does St. Augustine's Primary School ensure that teaching and support staff are adequately trained to support my child's special educational needs or disability?**

Our Acting SENDCo completed the National Award for Special Educational Needs Co-ordination (NASENCo) Postgraduate Certificate in August 2023. She works part-time at our school (3 days per week) and part-time at St Augustine's CE High School (2 days per week), where she is a SEND Teacher and the assistant SENDCo for Y7.

We have a team of seventeen teaching assistants (TAs) and learning support assistants (LSAs) who are trained to deliver SEND provision. In the last academic year, staff have been trained in the following: the graduated approach to SEND, Attention Autism, Word Aware and Social Stories. We use specialist staff for Speech and Language Therapy, Educational Psychology, and Social / Emotional / Behavioural needs also. These professionals visit our school regularly to provide training and advice.

Staff at St. Augustine's are trained to support all children. We believe that your child's learning needs will first be met through high quality, inclusive teaching delivered by his/her class teacher. We regularly review the school training schedule and professional development for all teaching and support staff to ensure that there is appropriate expertise to support children with special educational needs.

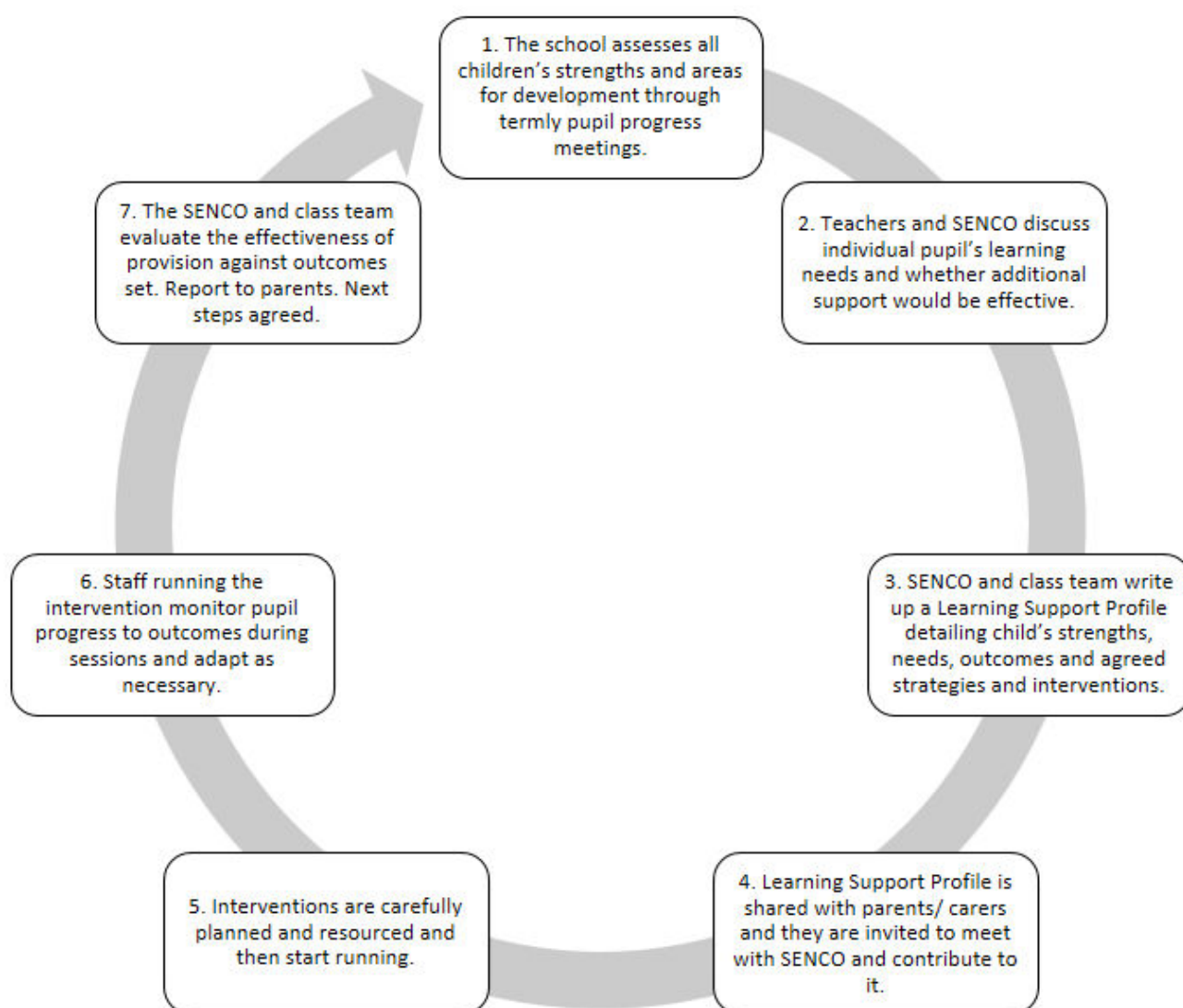
The school is able to access training programmes from different organisations including the Outreach Teach based at Queen Elizabeth 2 Jubilee School, Speech and Language therapists, Educational Psychologists, Ormiston Academy Trust and Aquinas Trust. Individual training can also be arranged, where necessary.

**8. How will you support my child to reach his/her learning outcomes?**

- Planning meetings are held with the SENDCo and class team three times a year to assess where your child's strengths and difficulties lie, assess previous outcomes, set new targets for the term ahead and plan strategies and interventions to be used to support your child. These are then put together in the form of a SEND Support Plan.

- The SEND Support Plan is then shared with parents and carers, who have the opportunity to contribute and share feedback.
- Your child's views are gained through the use of their 'One Page Profile', which is shared with school staff. These profiles are especially important for new staff / agency staff who are working at our school, as they may be less familiar with your child's needs.
- The class teacher and other staff working with your child ensure that your child receives the agreed provision to help them to meet their outcomes.
- External agencies and specialists may also review your child's progress and adapt their planning accordingly. This will also be shared with you.
- In addition to this, there will be yearly Annual Review meetings for children with an EHCP. The SENDCo, class team, parents and other professionals involved with the child are all invited to contribute and to attend.

The diagram below shows how support is planned, put into action and reviewed:





## 9. What is an Education, Health and Care Plan (EHCP) and who can request one for my child?

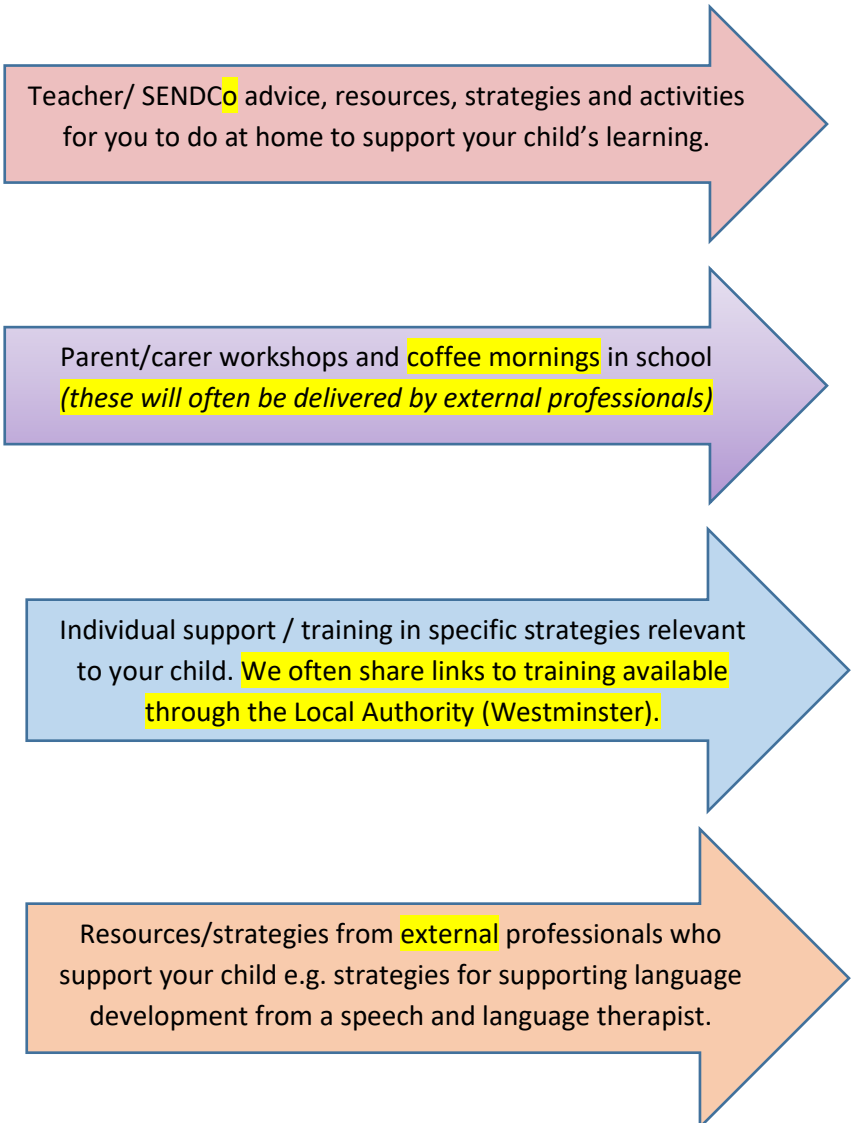
The purpose of an EHCP is to provide special provision to meet the special educational needs of a child or young person; to secure improved outcomes across education, health and social care; and, as he/she gets older, prepare them for adulthood. An EHCP must:

- contain the views and aspirations of you and your child
- provide a full description of your child's special educational needs and any health and social care needs
- establish outcomes for your child's progress
- specify the provision required and how education, health and social care services will work together to meet your child's needs and support the achievement of the agreed outcomes

A request that the local authority in which a child lives conducts an assessment of their needs can be made by the child's parents, the young person themselves (if they are over the age of 16) or a person acting on behalf of a school (usually the SENDCo or Headteacher). This may, or may not, lead to an EHCP. (The school will only make an EHC needs assessment request with the knowledge and agreement of the parents and, where possible, the young person themselves).

## 10. How will you help me to support my child's learning?

At St. Augustine's we believe that working with parents is essential in securing the best possible outcomes for pupils. We can help you support your child's learning in a variety of ways:



Teacher/ SENDCo advice, resources, strategies and activities for you to do at home to support your child's learning.

Parent/carer workshops and coffee mornings in school  
*(these will often be delivered by external professionals)*

Individual support / training in specific strategies relevant to your child. We often share links to training available through the Local Authority (Westminster).

Resources/strategies from external professionals who support your child e.g. strategies for supporting language development from a speech and language therapist.

If you have any particular concerns, please speak to your child's class teacher or the SENDCo to see how we can support you to better support your child's learning.

### **11. How is support allocated to children and how do they move between the different levels of support in school?**

St. Augustine's CE Primary School receives funding from the Education Funding Agency and/or the local authority. These funds include money to support the learning of children with SEND and/or disabilities. The Headteacher, in consultation with the School Governing Body, decides the budget for SEND provision on the basis of the needs of the children in the school.

- Teachers (with advice from the SENDCo) support pupils to overcome barriers to learning.
- The Headteacher, SENDCo and other members of the Senior Leadership Team - in consultation with class teachers - prioritise pupils for interventions each term as part of pupil progress meetings. If necessary, additional interventions may be added if there is an urgent need for them mid-term.
- The SENDCo and teacher share the outcomes of this planning with you, as it relates to your child. Support may take the form of universal in-class support, a cycle of targeted interventions or the use of specific resources. The support provided to your child is shared with you through the SEND Support Plan which will be sent home termly. A formal opportunity will always be given for you to discuss this document and the support being provided with the SENDCo.
- If a child has reached their targets, the support may no longer be necessary and may then be stopped.
- The Headteacher and the SENDCo meet regularly to discuss the effectiveness of the school's current SEND provision and interventions and to create an action plan, which may include additional or alternative interventions, staff training and provision of equipment.

### **12. How will the school know that the support has made a difference to my child's learning?**

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions on a termly basis
- Seeking pupil voice
- Monitoring by the SENDCo
- Using Provision Map to measure progress
- Holding annual reviews for pupils with an EHCP

### **13. How is my child included in all the same activities as his/her peers at school?**

St. Augustine's is an inclusive school and is committed to providing equal opportunities for all children. We ensure that there are no barriers to pupils with SEND enjoying the same activities as

other pupils without SEND. When necessary, the school will make reasonable adjustments to ensure that children with SEND and/or disabilities are included in all activities.

- All of our extra-curricular activities and educational visits, including our before-and after-school clubs are available to all children.
- All pupils are encouraged to go on our residential trips to PGL (Y6) and Sayers Croft (Y4).
- All pupils are encouraged to take part in sports day / school plays / special workshops etc.

No pupil is ever excluded from taking part in these activities because of their SEND. You should also feel free to contact your child's class teacher or the school SENDCo, if you have any concerns. You can find our school's accessibility plan on our website.

#### **14. What support will there be for my child's happiness and well-being (emotional and social development) at school?**

At St. Augustine's CE Primary, we believe that the happiness, health and well-being of all our pupils is paramount. All members of staff take this aspect of school life very seriously. You can be confident that your child's class teacher, TAs/LSAs and the SENDCo are available to provide support to match your child's needs. If you have any concerns about your child, please feel free to speak to your child's class teacher.

We regularly celebrate children's achievements through reward and achievement assemblies, certificates and in-class reward systems. Pupils with SEND are also encouraged to be members of our School Council, to ensure that they can advocate for themselves and raise awareness of topics that are important to them.

The following topics are taught explicitly through the curriculum, special assemblies and daily Collective Worship:

- Appropriate Behaviours
- Personal, Social, Health and Citizenship Education
- Anti-Bullying
- Keeping safe (including e-safety)

#### **15. Who can I contact if I have a complaint about the SEND provision made for my child?**

- Initially speak with your child's teacher and/or the SENDCo. Hopefully they will be able to address your concerns and take appropriate action to resolve any issues.
- Next, you can contact the Headteacher who may direct you to the School's Complaints Policy and Procedures, which is on the school website - <https://www.st-augustines-primary.co.uk/policies/>

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children.

They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

**16. Who are the best people to talk to if I have questions around my child's learning, special educational needs or disability?**

At St. Augustine's, we are very happy to speak to you about any aspects of your child's education. It is best to speak to one of the following in this order:

1. Talk to your child's class teacher about your concerns first. The teacher may seek advice from the SENDCo (Special Educational Needs Coordinator).
2. If you continue to have concerns, you can arrange a meeting with the Acting SENDCo, K Mannion. You can do this by emailing the school ([office@stapprimary.org](mailto:office@stapprimary.org)) or calling on 020 7328 0221.
3. The Head Teacher (Ms Vince). You can do this by emailing the school ([office@stapprimary.org](mailto:office@stapprimary.org)) or calling on 020 7328 0221.

**17. What is the Local Offer for pupils with SEND and where can I find it?**

The Local Offer is the Council's offer for parents and young people. It will include provision both in and out of school and will include services and support provided by the private and voluntary sectors as well as the Council and National Health Service. It will also include information about the arrangements for identifying and assessing children and young people's special educational needs and for requesting an Education, Health and Care (EHC) needs assessment. In addition, there will be information on how to raise concerns about different services.

Please click here to be taken to Westminster's SEND Local Offer:

<https://fisd.westminster.gov.uk/kb5/westminster/fis/localoffer.page?localofferchannel=0>

As we are aware that many of our families reside in Camden, please click here to be taken to Camden's SEND Local Offer: <https://families.camden.gov.uk/send-local-offer/>

As we are aware that many of our families reside in Brent, please click here to be taken to Brent's SEND Local Offer: <https://www.brent.gov.uk/services-for-residents/children-and-family-support/the-brent-local-offer/>