



## St Augustine of Canterbury Roman Catholic Primary School

*Christus Heri, Hodie, Semper*

### **Special Educational Needs Information Report and School's Contribution to the Local Offer**

IN ACCORDANCE WITH CHILDREN AND FAMILIES ACT (2014), REGULATION 51, PART 3, SECTION 69 - 3A

THIS SPECIAL EDUCATIONAL NEEDS INFORMATION REPORT (INCORPORATING THE SCHOOL'S LOCAL OFFER) SHOULD BE READ IN CONJUNCTION WITH THE SCHOOL'S POLICY FOR SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) WHICH IS AVAILABLE ON THE WEBSITE.

**Lancashire's Local Offer can be found using this link.**

<http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities.aspx>

St Augustine of Canterbury RC Primary School is a mainstream primary school. We believe that every teacher is a teacher of every child or young person, including those with SEND. If children are not able to 'learn the way we teach' then we must 'teach the way they learn'. Good practice for pupils with special educational needs is good practice for all.

### **I. What kinds of special educational needs do we provide for?**

At St Augustine's, we provide for children who may have any type of additional need or disability. Our SEND profile as of Autumn 2021 shows we have 11% of children identified as having SEND. There has been an increase from previous years reflecting in the new and improved rigorous focus on early support and identification of specific difficulties. We have also found that our SEN needs have increased due to the disruption of the COVID-19 pandemic.

#### Definition of Special Educational Needs and Disabilities.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

These needs can be categorised in four key areas that may create barriers to learning:

- Communication and interaction;
- Cognition and learning;
- Social, emotional and mental health difficulties;
- Sensory and/or physical needs.

A student has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of students of the same age;
- Has a disability, which prevents or hinders the child from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

## 2. Who is the SENDCo and how can parents contact them?

The school's permanent SENDCo is Mrs. Catherine Haworth; Mrs Haworth does teach a class on Mondays, Thursdays and Fridays, but can always be contacted by email: [SENDCO@st-augustines.lancs.sch.uk](mailto:SENDCO@st-augustines.lancs.sch.uk). She will endeavour to contact parents as soon as possible. Tuesdays and Wednesdays are good days to contact her.

Alternatively, an appointment to see Mrs. Haworth can be made via the school office by telephoning: **01282 426938**.

## 3. How do we identify a child with Special Educational Needs or Disabilities (SEND) and how do we assess their needs?

The identification of SEND is built into the overall approach to monitoring the progress and development of all pupils through the school's Policy on Teaching and Learning.

It is vitally important that the school identifies pupils who experience difficulties accessing learning and general school life opportunities early. This is achieved through continual use of classroom observations and assessments of all pupils. Pupil Progress is tracked on a half termly basis and where appropriate, more frequently than this. The SENDCo liaises closely with the Senior Leadership Team, and Assessment Co-ordinator to analyse data and individually track pupils who are experiencing difficulties. The SENDCo carries out half termly supervision with all teaching staff (and teaching assistants where appropriate) to identify any concerns early and to ensure appropriate strategies are in place for any child with an additional need. Parents are informed and consulted at every step of the SEND process.

In most cases, pupils are only identified as SEND *if they do not make adequate progress* once they have been given good quality personalised teaching, access to adaptations and intervention. Triggers for identification of a Special Educational Need could be:

- Little or no progress made when teaching approaches/learning styles are particularly targeted to improve the child's identified area of need;
- Working continues at levels significantly below those expected for a child of a similar age in certain areas of the Early Years Foundation Stage or in English and mathematics skills resulting in poor attainment in some curriculum areas;
- Communication or interaction difficulties which create barriers to learning and specific interventions are needed;
- Social, emotional or mental health problems which are not improved by the techniques normally employed in the nurturing environment of the school;
- Sensory or physical problems which create barriers to progress despite the provision of personal aids or specialist equipment.

Once identified, as having a special educational need or disability, a child will be added to the SEND record by the SENDCo so that 'additional and different' provision can be made for them.

Factors which are not SEND but may affect a child's progress and attainment are taken into consideration and adaptations are made accordingly. These may include:

- A disability under the Equality Act 2010 - all reasonable adjustments will be made in order that they can access the full curriculum.
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant

- Being a Looked After Child
- Being a child of Serviceman/woman

Persistent disruptive or withdrawn behaviour does not necessarily mean that a young person has SEND. Any concerns over a pupil's behaviour will be investigated on the premise that the behaviour is an underlying response to a need. This may be a learning difficulty or another factor, as noted above. School staff will endeavour to recognise and quickly identify the reasons for the behaviour and take all reasonable steps to address the root cause. We are proud to be an Attachment and Trauma Sensitive School and hold the God accreditation for this. All of our staff are trained in this area and we recognise that some indicators of SEN may also be attributed to early trauma.

The SENDCo may carry out some additional observations and 1:1 work with children. St Augustine's works closely with Dr Francesca Heffernan from Applied Psychologies who can provide staff consultations, parental support of 1:1 work and diagnostic assessments. We also work with an allocated Educational Psychologist through Lancashire. Additionally, some children may receive support from our National Health Service colleagues e.g. Speech Therapy, Occupational Therapy, Child & Adolescent Mental Health Services etc. Any external agency involvement is done with the full consent and support of parents and carers.

#### **4. How do we involve parents and consult with them about their child's education? How do we help parents of children with Special Educational Needs or Disabilities?**

The school's Policy for Special Educational Needs and Disability aims to develop partnerships with every parent and carer in the education of their child and to involve parents and pupils in the review process.

Parents and carers are highly valued and their contribution in terms of identification and support for pupils with SEND is fully recognised. Parents/carers with concerns about their child's learning should, in the first instance contact the class teacher. School operates an 'open door policy' so parents can contact school at any time and we will do our best to meet with you straight away, although sometimes some members of staff are out of school. An appointment to speak with class teachers of the SENDCo can also be made via email or the school office.

We are also very lucky in school to have two Pupil and Family Support Leads, Mrs Webb and Mrs Pound. For some families, they are the first point of contact. They work closely with the SENDCo to put in place early support for children and families.

To keep parents informed we have a comprehensive website. We also have class information which is sent by email and ParentApp, two parents' evenings a year and one annual report which enables parents to give written feedback. We have a number of Twitter accounts across school to share information, news and achievements with parents.

There are annual open days (where COVID restrictions have allowed) for prospective and current parents and some special open days to showcase children's topic or project work. We pride ourselves on excellent relationships with parents and regularly ask for and act upon feedback.

In addition, for children who are on the Special Educational Needs register, targets are set and shared with parents. For children with more complex needs, a Personal Overview of Provision (POP) is created, which details the graduated response that the school has put in place for that child.

For children with long-term, complex needs, it may be appropriate to request a statutory assessment of their needs. This is a long and complicated process but school will endeavour to guide parents through each step. We would also encourage parents to accept a referral to the Parent Partnership Service. Parent Partnership's aim is 'to inform, support, assist and enable parents or carers, of children with Special Educational Needs or Disabilities, to obtain the best possible educational outcomes for their child'. More information is available by

following the link to Parent Partnership Service under the “Help for Parents and Carers” section of the Lancashire SEND website, [www.lancashire.gov.uk/SEND](http://www.lancashire.gov.uk/SEND).

Key school policies and other documents are available for all via the school’s website and free copies of any policies are available at the school office upon request. These can be adapted e.g. enlarged print or in audio format if requested.

We do not currently have any multi-lingual staff in school but we do have several bi-lingual parents who may be able to assist other non-English speaking parents.

The SENDCo or Pupil and Family Support Leads will help parents and carers to complete forms and paperwork when necessary and by signposting to agencies such as the school nurse. Information, advice and guidance for families of children with SEND is available via the SENDCo and/or links on our website and families who have additional needs can be supported at any time by members of the school staff. This may include reading documents, supporting with understanding of official paperwork (whether from within school or from other agencies) and possibly, in more complex cases, a referral to Parent Partnership Services, as above. The school office manager will also support parents with online school applications if they do not have access to computer or Internet at home.

When children join the school, we make a Home – School Agreement to help parents to understand the parameters and expectations in school.

If parents wish to become even more closely involved with school life, we have two places for parents to sit on our governing body and elections for these positions take place on a 4-yearly cycle. Parental surveys are also completed and actions taken in response to this.

## **5. How do we involve and consult with the children about their education?**

We have a School Council which is made up of representatives from each class, voted for by their classmates. We also have a number of other groups which support the mission of our school, including Caritas Ambassadors, Eco Warriors, Sports Ambassadors and Stay Safe Crew. ALL children are eligible to serve on any of these groups, regardless of special educational needs or disabilities and are actively encouraged to participate.

All Key Stage Two children take part in the Pupil Attitude Questionnaire each year which produces a numerical summary of views of their own school lives as well as opinions of various school-related topics, such as behaviour. The data shows that the vast majority of children have a positive view of school. Areas for further development can also be identified and improvements planned to ensure all children enjoy their school life.

Additionally we have recently begun to carry out Pupil Interviews, which take two forms: The first is a general survey based on learning skills and how they access the learning environment; the second is subject-specific. These are to be carried out annually. SEND focused Pupil Interviews happen regularly during walk throughs and SENDCo visits to class.

Children with SEND are involved in discussions about their targets including how well they are progressing and what they need to do or need help with next. They do this whilst working 1:1 with a teacher or teaching assistant and we always blame the target and/or the strategies, *not the child*, when a pupil is struggling to achieve a target and make adjustments accordingly.

## **6. How do we assess and review the progress that children make and how do we involve them and their parents?**

Assessment for all children is a continual process and takes many forms, as laid out in the school's policy on Teaching and Learning. For many children with SEND, the teacher's assessment of need is sufficient to decide what is needed on a 1:1 basis through working closely with the child and the SENDCo.

It is the responsibility of the Headteacher, through the class teachers, to monitor the support and provision for pupils with SEND in their care. This work is co-ordinated by the school's SENDCo. Throughout the school, children's progress in Maths and English is formally assessed by teachers every term through NFER and White Rose Maths, alongside their formative, ongoing assessments. All of this information is monitored and evaluated to ensure that provision for all children is matched to their needs.

Specific additional assessments for children with potential or identified SEND can also be carried out by the SENDCo, usually starting with targeted classroom observations and then referring to other agencies where appropriate.

All children have SMART (Specific, Measurable, Achievable, Realistic, Timed) targets. New targets are set as soon as each target is met. Parents are invited to discuss this with the class teacher, contributing to the evaluation / target setting if they wish. This is so that they can support their child in achieving their targets through activities in the home.

For children who still hold a Statement of Special Educational Needs or an Education, Health and Care Plan, an annual review (6 monthly for under 5s) will be carried out by the school in conjunction with the LEA where appropriate. Parents and external agencies are strongly encouraged to attend. Reviews in year 5 are used to begin to establish the parent's choice of high school in order to assess the arrangements prior to the transfer. Depending on when the annual cycle of reviews falls, an additional review may be necessary in late summer term of year 5 or early autumn term of year 6 to confirm parents' choice of high school and a further transition review, when a high school place has been allocated, will be convened and the high school SENDCo invited.

## **7. How do we support our pupils with SEND as they move on to high school or move to another school?**

To support all the year 6 children with their transition to high school, we have strong links with our feeder secondary schools. A member of staff from each of the receiving secondary schools visits them and meets with their class teacher. All children are invited to attend open days at their new school in the summer term.

Additional visits to their new school will be arranged for pupils with SEND, supported by school staff if necessary. These usually take place in the summer term; the number of additional visits will depend on the needs of the child. The SENDCos of the two schools will make sure all relevant inclusion information is transferred to ensure a smooth transition. This may be at a meeting and parents may be invited. For children with a statement or Education, Health and Care Plan, a more formal Transition Meeting involving all parties may be arranged to plan the transition process.

Where children with SEND move to another primary school, the SENDCo will contact the SENDCo of the receiving school to ensure all relevant information is shared. Parents planning such a move of their child, especially if their needs are more complex, are encouraged to give as much notice as possible to school so that all necessary arrangements can be put in place prior to the move.

## **8. What is our approach to teaching pupils with SEND?**

In accordance with the SEND Code of Practice 2014, school does everything it can to meet children and young people's SEND. Pupils have access to additional provision on an evidenced-needs basis and we will endeavour to ensure all pupils' needs are fully met. This is embedded within the Graduated Approach section of the school's Policy for SEND which aims to provide full access to the National Curriculum and to encourage success and participation for all pupils, whatever their level of ability.

The key principles of this approach are:

- All class teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. All children are included in all lessons through an ethos of Quality First Teaching which is adapted to respond to their strengths and needs, as set out in the Teachers' Standards (2012);
- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. However, despite this, some children need additional help to make progress in their learning;
- Additional intervention and support cannot compensate for a lack of good quality teaching;
- Pupils are only identified as SEND if they do not make adequate progress once they have been given good quality personalised teaching, access to adaptations and intervention;
- Pupils who join school (either from an Early Years setting or another Primary School) with an already identified SEND will be catered for in the same way as those identified by this school;
- When planning work for children with Special Educational Needs and Disabilities, teachers give due regard to information and targets provided and shared. Additionally, teachers modify teaching and learning as appropriate for children with disabilities.

For all children with Special Educational Needs, the class teacher, SENCo and any supporting staff make special arrangements in the class. This may involve grouping, a special programme of work, modified tasks, different seating arrangements or extra adult attention.

For children with an Education and Health Care Plan (EHCP), a POP (Pupil Overview of Provision) will be written. This details the targets as outlined on the EHCP and/or specialist advice and is reviewed half termly. It also details a chronology of any outside agency involvement and Wave 1, 2 and 3 support. This is a working document which is updated regularly and shared with all staff working with the pupil, and with parents. The aim this academic year is to roll this out to all children on the register.

There are currently 9 teaching assistants (TAs) working across the 7 classes in school. Although some are part-time, this enables almost full-time TA support in every class in the mornings. Teaching Assistants are deployed across school where needs are highest in the afternoons, to carry out small group intervention and 1:1 targeted support. School also employs two Pupil and Family Support Leads who assist children who may have some difficulties or for whom challenges, including within families or friendships, may arise.

### **9. How do we adapt the curriculum and learning environment for children with SEND?**

The school will provide a range of adaptive equipment from its own budget. There is a variety of different height tables and chairs throughout the school. Where required, cushions / supports will be provided, with specialist furniture and/or access equipment purchased, depending on the needs of the individual child. For more complex and expensive items, an assessment will be requested alongside relevant professionals such as Physiotherapists and then the school will apply to the Local Authority for funding to purchase the recommended equipment. This is done alongside parents and carers.

We endeavour to teach in a multi-sensory manner to appeal to all types of learners. Some children's needs can be met through differentiated work, classroom adaptations and/or targeted support in class. Examples may include: Focus Group with Class Teacher or TA, classroom positioning, organisations aids (task ladder, visual timetables etc), large print documents, coloured dry-wipe boards, coloured backgrounds to interactive whiteboards, specially adapted work books, coloured overlays and/or paper, pencil grip aid, Dictaphones and many more. We already have a very good bank of resources to assist children with additional needs and are constantly evaluating and updating this to meet the needs of the children we have in school. In line with our Attachment and Trauma training, all classes use strategies such as visual timetables, working memory prompts, emoji check ins and safe spaces, as we believe that what works for children with SEND benefits all children.

Other children may access targeted and time-limited small group interventions (usually in withdrawal for limited periods) eg Further English Support, Springboard Maths, Fine and/or Gross Motor Skills, Social Skills or bespoke small group interventions. A very small minority of children will require a fully bespoke curriculum. This will depend on the needs of the child but could include having learning 'chunked' into bite-sized pieces where the range or depth of learning is adjusted to suit the child.

We have a range of ICT programmes for pupils with SEND. Every child has access to computers in the classroom, as well as banks of laptops and chromebooks throughout school, and there are interactive whiteboards in all classrooms.

Access arrangements for National Curriculum tests are in line with DfE guidelines which are issued each year. i.e. When children meet the prescribed criteria for extra time, rest breaks, a reader (for maths), a scribe, enlarged print or 'live voice' for mental maths tests etc.

### **10. What else do we do to make the school safe and accessible?**

The school does not have a car park, but we are able to make use of the Church car park which is directly opposite the junction of Lockyer Avenue. The entire school is within one building but split over two levels. It is fully wheelchair accessible, with a lift available to access the 1<sup>st</sup> floor. At present, there are no children who usually work upstairs with specific plans who would require emergency access in the event of the lift being unavailable, but individual plans can be made for each child where a need arises. In addition to the normal toilet facilities, there is one disabled toilet on the ground floor. The disabled toilet also has a height adjustable changing bed. Most doors in the school have been adapted to allow for easier access for wheelchair bound pupils although all are accessible.

School staff are on duty on the school playground from 8:40am when children are allowed to go directly into their classrooms. All children are supervised as they leave school to ensure safe handover. Older junior children who are allowed to walk home unsupervised know to inform a member of staff if they are concerned, and can return to school at any time. Children who are not collected are kept in school and arrangements made either for their collection or to attend the After-School club. For children with SEND, specific collection/handover arrangements may be made (e.g. wheelchair users or if there is a risk of a child running away).

There is sufficient Teaching Assistant cover within the school to enable extra support at playtimes and lunch times if necessary to support children with Special Educational Needs and Disabilities. Teaching Assistants are also employed to help with the handover process at the start and end of the day.

### **11. How are staff trained and kept up to date? If we need more expert help and advice, what do we do?**

The SENDCo attends regular cluster meetings and passes updates on SEND to other staff, as appropriate. The SENDCo also attends half termly meetings with other SENDCos across the Romero CAT. Many of our current Teaching Assistants and teachers have been trained in to support children with a range of Special Educational Needs, in areas such as:

- Attachment and Trauma
- Positive Regard behaviour management (led by Mrs Webb, a Positive Regard Trainer)
- Autistic Spectrum Condition (ASC)
- Dyslexia
- Behaviour Management

- Writing Social Stories and managing social groups
- Talking and Drawing therapy
- Solihull Foundation training on attachment
- Speech & Language Programmes
- Subject specific support programmes (e.g. Fast Forward Grammar, IDL, First Class @ Number)
- Precision Teaching

We recognise that to effectively support, we need to have the skills and knowledge to understand the needs and issues that individual children face. Therefore, Continuing Professional Development (CPD) is offered to all staff. A record of CPD is kept in the office and the need for training is reviewed by the senior leadership team each year through the Performance Management systems for teacher and teaching assistants. Specific training will be made available to staff to support the needs of a particular child(ren) if the expertise is not already in school.

Initially, school will endeavour to meet the needs of children with SEND from within its existing resources. The school employs two full time Pupil and Family Support Leads, who works with the SENDCo to meet children's needs. However, if following several weeks of additional support, the child continues to experience difficulties, the school may, with parental permission, seek the advice of private external agencies such as Applied Psychology and Support Services; Local Authority services such as the Inclusion and Disability Support Service (IDSS) or similar. Again, with parental permission, some children may be referred for support from our National Health Service colleagues e.g. Speech Therapy, Occupational Therapy, Child & Adolescent Mental Health Services etc. Any plans shared with the school by these agencies are carried out by staff within school in liaison with the appropriate agency. We also work closely with ELCAS to support children's mental health.

Occasionally, even with the support of external agencies, we may identify that we are unable to fully meet the needs of a pupil through our own provision arrangements. In these circumstances, an assessment of the unmet needs would be carried out through the CAF process which would involve parents, pupils and all agencies involved in the pupil's care. More information on this can be found on the Lancashire County Council website: <http://www.lancashirechildrenstrust.org.uk/resources/?siteid=6274&pageid=45139>

## **12. How do we know if what we provide for the children is effective?**

All SEND children have either: an Education, Health and Care Plan (EHCP); an SEN Support Plan, a Statement or, in most cases, a Pupil Overview of Provision. All of these are reviewed regularly, as laid out above.

The SENDCo reports annually on the efficient and effective use of resources for pupils identified as having SEND. The monitoring and evaluation of progress of pupils with SEND is detailed in the Graduated Approach section of the Policy for SEND. For pupils with an Education, Health and Care Plan, annual reviews (6 monthly for under 5s) are carried out in accordance with the appropriate legislation and the SEND Code of Practice;

The SENDCo, alongside the Senior Leadership Team, collects and analyses tracking data for all pupils on the SEND register and uses this, in conjunction with information gathered from other sources (SEND learning walks, professional dialogue, discussions with pupils and parents etc) to make a judgement on effectiveness. Children with SEND are expected to make at least the same progress as their peers because of the additional provision they receive. If this is the case, provision is judged to be effective. The SENDCo meets with the SEN Governor once per term and they jointly produce a report on the quality and effectiveness of SEND provision. As part of the School Development Plan, the SENDCo produces an annual action plan and updates progress against this on a termly basis.

Any additional provision for all children (whether or not they have SEND) is carefully recorded ('mapped') by the SENDCo. The cost of all such provision is calculated based the pro-rata cost of the allocated time for the member of staff delivering the provision (for internally sourced provision) or on actual billed costs (for external providers or specialist resources purchased). Concurrently, the progress of all children who are



receiving additional provision is carefully tracked. This information is then scrutinised by the Senior Leadership Team and/or SENDCo to ensure that the effectiveness and efficiency of provision is maximised.

### **13. How are children with SEND enabled to take part in all the activities available in school?**

Children with Special Educational Needs and Disabilities are welcomed and actively encouraged to go on all trips (including residential) and to attend all clubs. Where appropriate, parents will be consulted from the planning stage and all reasonable adaptations and adjustments made to ensure that children with SEND can safely access and enjoy the social and skills development that such activities bring. The adaptations will usually be the result of the risk assessment and may include additional staffing (1:1 support if necessary), extra time allowances, amendments to the activity (eg through use of different equipment) etc.

All activities within and outside school are covered by a risk assessment. These are carried out by the Premises Manager (Headteacher) and/or the Lancashire County Council. Additional risk assessments are carried out for specific children with advice from appropriate agencies, depending on their needs. For example, for a child with a physical difficulty (PD) or Health Care need, this may include advice and/or an environmental audit from Occupational Therapy, Physiotherapy, School Nurse or a special teacher for children with PD. Risk assessments for school trips are also monitored by the Governing Body and Lancashire County Council.

Before and after school care is available to all children at St. Augustine of Canterbury RC Primary School from 7.30am until school opens and from 3:20pm until 5.30pm during term time. Further information about our Breakfast and After School clubs is available from reception. Both clubs are managed by staff from within school who are known by the children.

There is a huge range of after school (and some lunch-time) clubs at St Augustine of Canterbury RC Primary School throughout the year. We are able to subsidise these to encourage participation.

### **14. How do we support children with medical difficulties or emotional and social difficulties? How do we deal with bullying and make sure children with SEND can tell us if they are having a problem?**

#### **Medical**

The school has a variety of policies which cover health and wellbeing issues eg. Medicines in School Policy, Accident / Incident Report Procedures Policy. The school's Single Equality Policy is available for free on the website and via the school office on request.

For individual children with specific needs, Care Plans are written at a meeting between a member of the school's staff, the child's parents, the child (when appropriate) and the School Nurse. At St Augustine of Canterbury RC Primary School, all staff know which children have Care Plans and who is trained to deal with them. Any new adults coming into school go through a short induction in accordance with the school's Induction Policy to ensure they are made aware of any particular needs. Additionally, there is a photo-card for children with medical needs in the front of each class register; this gives a brief outline of their difficulty and signposts the reader to more detailed information which is held securely in the office.

One member of staff within school have First Aid training which is updated on a 3 yearly cycle, and 8 members of staff have paediatric first aid training. Additionally, staff receive training to deal with specific difficulties, when the need arises e.g. how to deal with a diabetic child or the use of Epi-Pens. Where a child's health care needs may impact on their ability to access an educational trip or activity, additional advice is sought from parents and/or health care professionals, as appropriate. School deals with medical issues through a graduated response. Minor issues are dealt with by trained school staff but we would always err on the side of caution if it was felt that an illness, injury or medical attack was more serious and contact the emergency services.

School will always try to contact parents/carers in these instances so it is really important that the office has up to date contact details including home and mobile telephone numbers.

### **Emotional and Social**

St Augustine of Canterbury RC Primary School is an Attachment and Trauma Sensitive School which aims to provide a safe, nurturing environment in which all pupils achieve their full potential and have the skills and confidence to meet the challenges of the future. The school employs two full time Pupil and Family Support Leads (Mrs Webb and Mrs Pound). The school also liaises with all relevant specialist agencies such as the family and medical centres, Applied Psychology, CAMHS, paediatricians, speech therapists, occupational therapists, school nurse etc. Although none of these is based in school, some do come into school to carry out assessments and therapy, with parental permission. School also has links with the local Special Provision School, Holly Grove, and may, with parental permission, ask for their advice and support for a child with particular difficulties.

In some cases, school or one of the other agencies may complete a CAF (Common Assessment Framework) form with parents. This is an assessment and planning tool which is used to gather information about children and families in one place to help the family to decide what type of support is needed. It may be used to address an unmet educational need (as above) or an emotional or social need. More information for families about the CAF process is available here:

<http://www.lancashirechildrenstrust.org.uk/resources/?siteid=6274&pageid=45139> Sometimes, a Team Around the Family (TAF) meeting is called to continue the system of support for the family. These are usually held in school and parents will always be involved

### **Bullying and Child Protection**

All children are taught about bullying, friendships and staying safe through a combination of age-appropriate PSHE (Personal, Social, Health Education) lessons and daily whole-school collective worship/broadcasts. Children with specific difficulties may be teamed up with a buddy or buddies to ensure their inclusion, safety and well-being on the playground. Additionally, all staff (including welfare) are made aware of vulnerable children and, if appropriate, a key worker may be allocated to a specific child.

E-Safety is taught in an age appropriate manner throughout the school, recognising the potential dangers and issues on the Internet. Pupils' views on safety, bullying and attitudes to risk are sought through the annual Pupil Attitude Questionnaire.

Any bullying incident is dealt with in accordance with the school's anti-bullying policy, which is available on the website and from the office on request. Incidents of bullying are extremely rare and behaviour at St Augustine of Canterbury is 'outstanding' [Ofsted, 2014].

In accordance with legislation, the school has a number of Designated Senior Leads (DSL) to deal with issues related to Child Protection and Safeguarding. The SENDCo is also a DSL. All staff receive regular Child Protection awareness training. The DSL and the FBSL have recently been retrained in the use of the new Common Assessment Framework (CAF). All staff are trained to Level 1 (Awareness).

## **15. What arrangements do we make for supporting children with SEND who are in the care of the Local Authority?**

The school's SENDCo is also the Designated Teacher for Children Looked After. The designated teacher's role is to contribute to the child's Personal Education Plan (PEP) and attend appropriate meetings. Where a Child Looked After has an EHCP, whenever practicable, the PEP is reviewed along with the EHCP.

## **16. What should I do if I have a concern or complaint about the provision for my child?**

In order to deal with your concern or complaint in the quickest and more straightforward way, we ask that you take a graduated approach:

- a) Firstly, contact their class teacher via the school office;
- b) Secondly, if you have concerns which cannot be addressed by the class teacher, then please contact the Headteacher via the school office and/or SENDCo (contact details in qu. 2);
- c) Finally, reference should be made to the school's Complaints Policy should further action be deemed necessary. We aim to deal with any complaints at the earliest opportunity but within 20 days at the latest (In accordance with the Complaints Policy).

### **17. Where can I find information about the Authority's Local Offer?**

**[www.lancashire.gov.uk/SEND](http://www.lancashire.gov.uk/SEND)**

This website also contains a vast amount of information on SEND related matters including an extensive list of support agencies which may be useful to parents and carers.

If you do not have access to the Internet, please ask for assistance at the school office.

To be Reviewed: Autumn 2022

**Appendix I****List of personnel involved in SEND issues**

<b>NAME</b>	<b>POSITION</b>
Mrs. S. Colbeck	Headteacher
Mrs. C. Haworth	SENDCo
Mrs. L. Bleazard	SEND Governor
Mr. J. Haworth	Chair of Governors
Mrs. A. Malcolm	Assessment Co-ordinator
Ms. M. Ellis	Managing Medical Needs Responsibility
Mrs. C. Haworth	Designated Teacher with Specific Safeguarding Responsibility
Mrs. S. Colbeck	Managing Pupil Premium Grant / Children Looked After funding Responsibility

**Appendix 2 – Terminology and Acronyms**

<b>ADD</b>	Attention Deficit Disorder.
<b>ADHD</b>	Attention Deficit/Hyperactivity Disorder.
<b>Amanuensis</b>	Supporter who helps pupils with SEN put their thoughts onto paper (AKA Scribe).
<b>ASC / ASD</b>	Autistic Spectrum Condition / Disorder.
<b>BESD</b>	Behavioural, Emotional and Social Difficulty. Pupils whose behaviour or social needs present a barrier to learning. This term has now been replaced by SEMH where the focus is on the reasons behind the behaviours.
<b>CAF</b>	Common Assessment Framework.
<b>CAMHS</b>	Child & Adolescent Mental Health Service.
<b>CLA</b>	Child Looked After. (This is NOT a special educational need). Same as LAC.
<b>Dyscalculia</b>	Pupils having difficulty in acquiring mathematical skills.
<b>Dyslexia</b>	Pupils having a marked and persistent difficulty in learning to read, write and spell, despite progress in other areas.
<b>Dyspraxia</b>	Pupils with impairment of gross and fine motor skills.
<b>EAL / ESL</b>	English as an Additional (or Second) Language (This is NOT a special educational need).
<b>EHCP</b>	Education, Health and Care Plan. The new, legally enforceable document that describes the needs of the child and how these needs will be met. (Supersedes the Statement).
<b>EP(S)</b>	Educational Psychology/ist (Service).
<b>HI</b>	Hearing Impaired.
<b>HLTA</b>	Higher Level Teaching Assistant.
<b>IDSS</b>	Inclusion and Disability Support Service (LEA organisation).
<b>IEP</b>	Individual Education Plan.
<b>LAC</b>	Looked After Child. (This is NOT a special educational need). Same as CLA.
<b>LEA</b>	Local Education Authority.
<b>MLD</b>	Moderate Learning Difficulties.
<b>MSI</b>	Multi-Sensory Impairment. Pupils with complex visual and hearing difficulties.
<b>NASEN</b>	National Association for Special Educational Needs.
<b>NSA</b>	No Specialist Assessment.
<b>P Scales</b>	Performance descriptors. A common basis for measuring the progress of pupils working up to level 1 in all subjects of the National Curriculum.
<b>PD</b>	Physical Disability.
<b>PECS</b>	Picture Exchange Communication System.
<b>PEP</b>	Personal Education Plan – For those in the care of the Local Authority (not the same as an IEP)
<b>PIVATs</b>	Performance Indicators for Value Added Target Setting. An assessment programme to measure small steps of progress and to set targets.
<b>PMLD</b>	Profound and Multiple Learning Difficulties.
<b>PPS / PPO</b>	Parent Partnership Service /Officer.
<b>Pupil Profile</b>	An overview of a pupil's strengths and difficulties (For children at SEN Support).
<b>SA</b>	School Action – now replaced by SEN Support NSA.
<b>SA+</b>	School Action Plus – now replaced by SEN Support. Pupils access support from external agencies.
<b>SaLT / SLT</b>	Speech and Language Therapist.
<b>SEMH</b>	Social, Emotional and/or Mental Health.
<b>SEN Code of Practice (CoP)</b>	Practical guidance to LEAs and the governing bodies of all maintained schools.
<b>SEN</b>	Special Educational Needs.
<b>SENDCo</b>	Special Educational Needs and Disabilities Co-ordinator.
<b>SEND</b>	Special Educational Needs and Disabilities.
<b>SENDO</b>	Special Educational Needs and Disabilities Officer (LEA representative).
<b>SEN Support</b>	Replaces SA and SA+. Pupils on the SEN register have SEN Support unless they have a

	Statement or EHCP.
<b>SLCN</b>	Speech, Language and Communication Needs. Pupils may have difficulty in understanding and / or making others understand information conveyed through spoken language.
<b>SLD</b>	Severe Learning Difficulty.
<b>SpLD</b>	Specific Learning Difficulties. A descriptor which covers aspects of Dyslexia, Dyscalculia and/or Dyspraxia.
<b>SLCN</b>	Speech, Language and Communication needs.
<b>Statement (of Special Educational Needs)</b>	Legally enforceable document that describes the special educational needs of the child and how these needs will be met (now being superseded by EHCP).
<b>(R)SIA</b>	(Request for) Statutory Integrated Assessment. Multi-disciplinary assessment by the LEA of a child's educational need.
<b>TA/LSA</b>	Teaching Assistant/Learning Support Assistant. Interchangeable terms for support staff.
<b>TAF</b>	Team Around the Family.
<b>VI</b>	Visually Impaired.