



SEN Information Report
St Augustine's Catholic Primary School
September 2025

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At St Augustine's we feel it is important to reflect and support the very diverse community we are part of. We have children from lots of different backgrounds, cultures and faiths, with a range of home languages. In everything we do in school we strive to unite everyone into one school community and to reflect our school motto: 'Unique and United in God's love, we let our light shine'

Name of the Special Educational Needs/Disability Coordinator (SENDCo):

Mrs Sarah Bennett

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Chair of Governors: Mr Andrew Dawson

Link SEN Governor: Dr John Brennan

The SEN Information Report is written following guidance within the SEN Code of Practice 2015.

The kinds of SEND we provide for.

- We are a mainstream setting.
- As a Roman Catholic primary academy it is our intention to provide for each child in our care; a stable, happy and well-disciplined environment in which to learn. We seek to educate the whole child - body, mind and spirit. In teaching, we endeavour to instil in our pupils a sense of God's love for each of us, and the knowledge that we are all special to him.
- Our aim at St Augustine's is that each child will develop fully in an atmosphere of loving care, and that governors, parents, staff and children alike may feel that they are accepted and valued, and that each belongs here.
- We aim, within the limits of school resources, to recognise and provide for any pupils who are identified as having a special educational need.
- We are an inclusive school.
- We aim to provide a positive school atmosphere in which all children, irrespective of their difficulties, gender, culture or abilities are valued by all.

How does the school know if children/young people need extra help and what should I do if I think my child/young person has special educational needs?

Identification and assessment

The identification of a child who has a special educational need may take place by using one or more of the following:

- Parents pass on initial concerns, such as speech and language difficulties.
- Liaison with nursery schools or playgroups.
- Pre-admission parental concerns.
- Baseline information, Early Years Foundation Stage Profile.
- Summative and formative assessments
- Statutory Assessments.
- Medical needs
- A previous school's special educational needs records and Individual Education Plans, EHC Plans and Pupil Profile.
- Liaison with outside agencies such as the School Nursing Team, SEND Traded Services, Social Services, etc.

The school identifies additional needs through a graduated response

- We use the graduated approach (Assess–Plan–Do–Review) as set out in the SEND Code of Practice. Class teachers monitor pupil progress closely, supported by the SENDCO. Where needed, additional assessments such as PIVATs or the Engagement Model are used to measure progress for pupils working below age-related expectations.

We believe strongly in co-production with children and parents. Pupils contribute to their Individual Education Plans (IEPs), and their views are recorded and acted upon. Parents are consulted at every stage of the graduated approach and during statutory processes such as Education, Health and Care Plan (EHCP) reviews. Annual Reviews are held for all children with EHCPs, and for children under 5 these are carried out every 6 months in line with legislation.

Response to a Concern

If necessary, further assessment of the child's strengths and areas of need can be carried out by a Specialist Support Teacher. Future support and strategies will be planned for the child by the parents/carers, and class teacher in discussion with the SENDCO. Both the child and parents will be consulted on their child's attainment and progress by the class teacher or/and SENDCO. The child's class teacher will remain responsible for working with the child on a daily basis and for planning and delivering an individualised programme. Action might include:

- different learning materials
- special equipment
- group support by Teaching Practitioners
- individual support by specialist in-house Teaching Practitioners

The delivery of the interventions continues to be the responsibility of the class teacher. For very few pupils, who will have demonstrated a significant cause for concern, adequate progress may not have been made. This will result in the school, in consultation with parents, asking for advice and maybe assessment from an Educational Psychologist.

What is our approach to teaching children with SEND?

Our approach is inclusive, with teachers adapting planning and teaching to meet the needs of all learners. This includes differentiated teaching, targeted interventions, use of specialist resources, and advice from external professionals. We also provide support for social, emotional and mental health needs through our Family Support Worker.

What help and support is available for families?

We support families by offering help with paperwork, applications, and signposting to external agencies. Parents can access support from the SENDCO, Family Support Worker, or SENDIAS. Information is regularly updated via newsletters, the school website, and parent meetings.

Statutory Integrated Assessment

If a statutory integrated assessment is necessary, documentary evidence is collected and sent to the LEA. If this results in a child being given an Education Health Care Plan, the SEND Officer will plan targets and strategies for the child, in consultation with the Headteacher, SENDCO, class teacher, other professionals and parents. If the Education Health Care Plan is refused, the parents have the right to appeal. The Education Health Care Plans will be reviewed annually.

External agencies are contacted when school requires specialist intervention or advice. They will often arrange to work with children and staff within school. External agencies will often attend meetings to help inform and guide school and parents in the support of a child. External agencies are responsible for the writing of Care Plans and specialised programmes of work.

Statutory Assessments

Reasonable adjustments and support are put in place for a child during tests, if necessary. Our SEND provision map illustrates the range and level of support for individual pupils or groups with similar needs and the resources allocated to meet those needs. The school assessment system, including PIVATs used for some children with SEND, tracks progress and provides data monitoring pupils receiving the Pupil Premium as well as pupils with SEND.

Staffing and Training

- The SENDCO, Mrs Sarah Bennett attends regular SENDCO Cluster Meetings and Educational Psychologist Meetings to keep up to date with legislation.
- Teaching staff receive high quality CPD to ensure the needs of all children are met
- Staff have received Health & Safety at Work, First Aid, Diabetes training, Asthma and EpiPen training. See Medical Conditions Policy, and Asthma Policy.
- Teaching Assistants have been trained to support children with speech and language delays, physical difficulties, dyslexia, reading difficulties, sensory processing issues, ASD, ADHD and other SEN.
- We work with a range of professional multi agencies to ensure current and effective training for staff. This is dynamic and reflects the needs of different children at any point in time.
- Governors hold the headteacher to account for full and impactful training of staff.

What arrangements does the school make for consulting with children/young people with special educational needs and disabilities about - and involving them in - their education?

Where necessary, children and young people are informed that special provision is provided in order to support them to achieve their potential. Children who require additional support in school are involved in the planning of provision and intervention, with their parents/carers. When writing Individual Educational Plans (IEPs), children are encouraged to express their aspirations and wishes in setting their SMART targets. All children are involved in every aspect of their education from setting targets to self-assessing as they progress through school.

Children are encouraged to share their views through:

- Time with their teaching team
- School Council
- Playground Buddies
- The Pastoral Team
- Circle Time
- Meetings with parents and teachers
- The School Counsellor

What arrangements does the school make for consulting with the parents & carers of children/young people with special educational needs and disabilities and involving them in – their child's/young people's education?

If we think a child has a special educational need, the class teacher will initially invite the parents/carers in for a consultation. The child will then be monitored and evidence collated. Parents/carers contribute their views, in relation to their aspirations and goals for their child, at a further meeting with the SENDCo and Class teacher. At this meeting appropriate provision is discussed and parents' wishes are established. Parents/carers are informed of the progress via:

- Interim reports
- Annual reports
- IEP discussions – parents' contributions are included and inform the next targets
- Annual Review meetings
- Review meetings with SENDCo, Class teacher, other agencies.
- Open door policy
- Parents' evenings (x2 a year)
- Ongoing professional dialogue between parents and teachers
- Transition meetings between SENDCo, parents and new class teacher.
- New starter meetings
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School encourage participation of parents/carers through every stage of their child's education. Parents/carers are continually involved in all operational and strategic decision making matters involving their child via regular meetings and informal conversations.

How will the curriculum be matched to my child/young person's needs?

Provision planning identifies and meets the specific needs of children with SEND. This is monitored and evaluated half-termly. Where appropriate, plans are differentiated to meet the specific needs of the child. Inclusion is at the forefront of our classroom ethos. Specially trained teaching assistants may deliver highly differentiated learning to a child under the supervision and direction of the class teacher and SENDCo. This focused learning (Assess, Plan, Do, Review) is monitored through the use of an IEP to ensure that SEND children make personal progress. This graduated approach allows children to progress at their level and pace.

How accessible is the school environment?

St Augustine's Catholic Primary School is an above average sized primary school. The school has two buildings one for the infants and one for the juniors linked by a corridor. The buildings are wheelchair accessible. The entrance to school has a ramp for use with

wheelchairs and each classroom and the hall have disabled access. There is accessible parking in the staff car park based in the secure carpark with one designated space for disabled drivers. There is a disabled toilet in the infant building. Specialist equipment and facilities are not routinely provided unless recommended for a child by a specialist external agent. These are provided if possible within the constraints of the school budget. Visual aids and fine motor resources (pencil grips, etc) are routinely provided.

How are the school resources allocated and matched to children/young people's special educational needs and disabilities? How is the decision made about the type and quantity of support my child/young person receives?

Resources in school are allocated to children with SEND as and when they require them. The SENDCo and Headteacher monitor the use of these. If external agencies recommend further resources, these can be ordered where appropriate, with the Headteacher's approval. Where a child with SEND is not accessing daily school life independently or has behavioural needs that require extra support, the SENDCo, Pastoral Team, Headteacher, Class teacher and parents/carers meet to discuss next steps. The Headteacher, together with the SENDCo and parents/carers discuss each child's ability to determine whether they are capable of partaking in public examinations. Where required, access arrangements will be put in place to support children with additional needs.

How will the school prepare and support my child/young person to join the school, transfer to a new school or the next stage of education and life?

Various transition meetings are held before a child with SEND starts/leaves school usually in the Ssummer term before the child starts in Autumn. For children starting school the child's pre-school nursery staff, parents/carers, Inclusion teacher (LCC), SENDCo, Headteacher and class teacher meet to make arrangements for a smooth transition. The SENDCo and Pastoral Team will provide support through this process. Arrangements are made for the child to have extra visits to school accompanied by either nursery staff or parents/carers to encourage them to feel comfortable in their new surroundings. The same applies for those starting High School. For children who struggle with anxiety issues surrounding change, to aid transition at each stage an information/photobook is created with the child to inform them of the upcoming changes and prepare them in a timely fashion. These books are used throughout the summer term and then sent home over the holidays to enable parents to continue with a smooth transition.

How will my child/young person be included in activities outside the classroom, including school trips?

Extra-curricular activities

During lunchtimes or after school the following are offered to all children:

- Sports clubs;
- One World club;
- Music – choir, keyboard, guitar;

There are activities on offer throughout the school year after school; at the moment, all of these activities are led by school staff. All of our clubs and activities are fully inclusive as sessions are differentiated appropriately.

Play-leaders/buddies – Year 6 children lead infant children in play and teach them games ensuring all are welcome.

The Breakfast Club run by school. Information can be gained from enquiring at the school office.

School staff inform external providers of any children with SEND and discuss strategies that should be used with children with SEND. Meetings are held for children and their parents/carers to plan for trips (residential and day trips – if required). If a child has 1:1 teaching assistant support, it is usual practice for that member of staff to accompany the child on the trips and supervise activities.

Unstructured times of day

Whilst independence is encouraged, if a teaching assistant is allocated to support a child on a full-time 1:1 basis, they will be available during the day. If a child needs support during unstructured times of the day, all staff are aware of the needs of the child. Bespoke provision is arranged in collaboration with the parents. quiet room (The Garden Room) is provided where children can freely access a calm environment.

What support will there be for my child/young person's overall well-being?

Pastoral Care Team

School offer pastoral care to all children that require support; this may be self-esteem group sessions (emotional literacy or pastoral care) or 1:1 sessions. All sessions are led by Mrs Finley-Cookson or Miss Richards. The school employs a trained counsellor as and when required.

To encourage social inclusion, children may receive support from the Pastoral Team and also be encouraged to participate in Play Therapy which is a recognised way of promoting social interaction with other children.

Medical Support:

- Children with medical conditions have care plans which are shared between all staff. Care plans are currently drawn up by the School Nursing Team, Hospitals and parents. These are passed on to the relevant Class Teacher and the master copy is kept with SEND records.
- If a child needs extra medical support, support staff will be trained and timetabled appropriately to meet the needs of the child.
- Medicines are kept in the medical fridge or in a locked cupboard in the Head teachers Office. Parents complete a form which details dosage, and other relevant information and grants authorisation to the school to administer medicine to their child.
- In case of a medical emergency the professional services and parents/carers are contacted and if necessary emergency services called out.

Medication

Most staff have obtained first aid training and a number of those have obtained a paediatric first aid qualification. Members of staff have been trained on how to supervise self-administering of insulin. Members of staff have been trained in the use of EPIPENS for allergies, and inhalers for asthma. Any medication administered by trained staff is documented.

Children's personal care is carried out following the advice of parents and the school nursing team. This is laid out in a care plan if necessary.

Behavioural expectations

The school adheres to the Behaviour and relationships policy which can be found on the school website. Attendance of all pupils is monitored daily and where necessary the attendance officer will visit parents at home to offer support.

Anti-bullying

We have zero tolerance towards bullying of any kind. Please see our anti-bullying policy for more information.

How do you evaluate the effectiveness of the provision made for children and young people with special educational needs?

Termly evaluations of interventions and provisions from teaching assistants and teachers are collated by the SENDCo and are analysed to measure the effectiveness. The information gathered informs the next step of provision and decisions are made whether further intervention is required.

Evaluations of intervention are shared with the Head teacher, Senior Leadership Team and class teachers. Presentations of the effectiveness of provision are discussed with the SEND Governor termly.

IEPs are evaluated and targets are continually monitored to ensure that the child can achieve these. Children are encouraged to express their feelings on the provision they receive and at each session are asked to indicate their understanding of the lesson.

What arrangements do you make in relation to the treatment of complaints from children/young people and their parents/carers with special educational needs concerning your provision made?

Our school follows the complaints procedure adopted from the LEA.

If you wish to discuss your child's needs please initially approach your child's class teacher. The school SENDCo Mrs Sarah Bennett is also available for further discussion or advice: sbennett@st-augustines-pri.lancs.sch.uk

If you feel further investigation is necessary please contact the Headteacher Mrs Sarah Roach on

office@st-augustines-pri.lancs.sch.uk

Where can I find the contact details of support services for the parents of children/young people with SEND?

The SEND Information Advice and Support Services:

<http://www.lancashire.gov.uk/send>

Where can I find information on where the local authority's local offer is published?

Our Local Offer can be found on the school website.

Lancashire County Councils Local Offer:

<http://www.lancashire.gov.uk/send>