

St Augustine's Catholic Primary School

Special Educational Needs Information Related to Local Offer

At St Augustine's Catholic Primary School, we are committed to ensuring that all children become independent learners and reach their full potential. We aim to identify children's individual and specific areas of need early in their school career and make appropriate provision and reasonable adjustments to meet their needs.

1. What kinds of support do we offer for children with Special Educational Needs?

- Quality First Teaching
- small group targeted intervention
- individual targeted interventions

The types of SEN that we support at St Augustine's are:

- **Cognition and Learning**
 - how your child thinks, learns and understands their world
- **Communication and Interaction**
 - how your child talks to, listens, responds, plays and learns with other children and adults
- **Social, Emotional and Mental Health Difficulties**
 - how your child shows their feelings, negotiates and solves problems in different situations and handles change of routine
- **Sensory and/or Physical Needs**
 - how your child responds to their environment and learning using their senses and any diagnosed medical issues

We support children through Quality First Teaching

This means that:

- teachers have the highest possible expectations for your child and all pupils in their class
- all teaching builds, in small steps, on what your child already knows, can do and understands
- different ways of teaching are used so that children are fully motivated to be involved in their learning
- school makes regular progress checks to ensure that teaching matches the changing needs of the children

We support children through targeted group work.

This is where your child works with a smaller group of children who are at a similar place in their learning, often called an intervention or booster group.

For your child this would mean:

- working in small group sessions on specific targets or objectives to support individual progress
- the sessions are led by a teacher, or a teaching assistant under the direction of the Class Teacher, often with advice from the Senco
- progress is constantly monitored to ensure that this small group work meets the group's needs

We support children through targeted individual work

For your child this would mean:

- working 1:1 on specific targets to support progress
- these sessions are usually led by a trained Teaching Assistant under the direction of the Class Teacher, with advice from the Senco and any outside agencies involved
- progress is constantly monitored to ensure that 1:1 interventions are meeting the child's needs

2. How are Special Educational Needs identified?

How do parents/carers raise concerns?

Talk to us:

- if you have any concerns about your child's progress please contact your child's class teacher
- the class teacher may ask for the support of the School's Senco or a senior teacher, either of whom may arrange a meeting to discuss your concerns in more detail

We pride ourselves on listening to and building positive partnerships with our Parents/Carers.

How does the school identify a child's Special Educational Needs?

- school arranges to have regular discussions with Parents/Carers about any concerns relating to a child's learning, progress or behaviour
- Class Teachers may raise concerns with Parents/Carers and the Senco following observations as part of the day to day teaching, or as a result of observations of a child's written work
- Class Teachers, Senco and Senior Managers will identify children who are not making expected progress from the School's tracking system: this is carried out at least three times per year
- advice is also requested from appropriate outside agencies to identify specific needs using specialist assessments

3. How will school monitor the progress of children with SEN?

We:

- set and review individual targets at least twice a year
- check that any additional support the child receives is planned and monitored carefully by the Class Teacher and Senco
- have regular meetings between Class Teachers, Senco, Teaching Assistants and Senior Managers to discuss children's progress and provision: we will share information with parents and the child concerned as appropriate

Who will explain this to me?

- Class Teachers will meet the Parents/Carers at least on a termly basis: this could be part of Parents' Evening or as a review of termly targets to discuss and review your child's needs, support and progress
- the Senco is available to provide further information
- children with a Statement/EHC Plan will have Annual Reviews

4. What extra-curricular activities can a pupil with Special Educational Needs access at school?

St Augustine's is an inclusive school and all activities are available to pupils with SEN. If appropriate, reasonable adjustments will be made to meet the needs of individual children so that they can participate.

Class teachers will be able to tell you what after school clubs/activities are available.

5. Who are the best people with whom to discuss SEN?

We always encourage you to speak to your child's class teacher about any concerns you may have about your child. However, if you have a specific concern about your child's learning, special educational or additional need then the Senco will be available to speak to you.

The Senco is a teacher who is responsible for supporting members of staff, Parents/Carers and Pupils in meeting the additional needs of all children. This member of staff has specialised training in co-ordinating SEN across the school.

The name of our Senco is

Mr C Lowe

Mr Lowe can be contacted by arranging an appointment via the school office.

6. What training do members of staff in school have to support children with Special Educational Needs?

To ensure our staff have the skills and knowledge to support children with SEN there is a programme of on-going training, both in school and off-site.

Recent training has included:

- Lead Teaching Assistant in Autism
- all staff are trained at Level 1 for supporting children with Autism
- additional training for Teachers and Teaching Assistants in Autism
- all members of staff are trained in the delivery of Read, Write Inc
- Precision Teaching
- Barrier Games
- Speech and Language support
- EAL support
- Makaton signing

7. How does the school obtain more specialist help?

At St Augustine's, if we feel a child needs more specialist help we seek advice from a range of outside agencies. We may need your permission before some specialists will become involved with your child.

Agency or Service	Areas of support
Educational Psychology Service	<ul style="list-style-type: none">• children with more significant and complex learning needs• provide school staff with advice on teaching strategies, resources, individual and whole school training
Pupil and School Support (PSS)	<ul style="list-style-type: none">• provide school staff with advice on teaching strategies, resources, individual and whole school training to support pupils with difficulties in Language, Literacy and Mathematics• individual assessments of pupils who are not making progress in the above areas

Speech and Language Therapy Service (S<)	<ul style="list-style-type: none"> • children who are referred by the GP or school who have specific speech or language needs • service provides school with advice on work that can be carried out in school as well as providing specific programmes in clinic • regular input is accessed in school from the West Midlands Independent Speech therapy service to further support our children with their speech and communication needs
Communication and Autism Team	<ul style="list-style-type: none"> • children with social and communication difficulties or a diagnosis of Autism • service provides individual and whole school training for staff with advice on teaching strategies and resources for pupils with Autism
Sensory Support Service	<ul style="list-style-type: none"> • children with visual or hearing impairments • provides school with advice regarding resources and strategies to support children with sensory impairments
Wilson Stuart Outreach	<ul style="list-style-type: none"> • children with gross motor skill difficulties • provides school with advice regarding resources and strategies to support children with physical difficulties
City of Birmingham School Behaviour Support	<ul style="list-style-type: none"> • children displaying challenging behaviours • provides school staff with advice on teaching strategies, resources, individual and whole school training
Health Professionals	<ul style="list-style-type: none"> • provide advice and support for staff working with individual children with health needs: School Nurse Occupational Therapist Physiotherapist Child Development Centre Staff Community Paediatrician
CAMHS	<ul style="list-style-type: none"> • children with specific mental health issues eg anxiety/depression

8. How are the parents of children involved in the education of the pupils with Special Educational Needs?

- open door policy to listen to Parents/Carers about their concerns
- regular review meetings with class teachers and other professionals
- Parents' Evenings
- targets are shared regularly with Parents/Carers to ensure clear communication and to enable Parents/Carers to support children with their targets at home
- annual reviews for children with statements/EHCs
- Inspire workshops, class assemblies, some specific class workshops

9. How are pupils with Special Educational Needs involved in their own education?

All pupils are involved and encouraged to take part in their own learning journey, for example:

- developing and achieving targets
- self-assessment and evaluation
- all children are encouraged to speak to members of staff if they have a concern or are worried about anything
- Learning Mentors
- Pupil Voice/School Council

Children identified with SEN additional needs are also involved in

- monitoring their own progress by using the Pupil Friendly IEPs
- regular review meetings
- one-page profiles

10. How is the governing body involved in supporting families of children with Special Educational Needs?

At St Augustine's we have a designated governor with responsibility for SEN who liaises with the Senco to ensure that the Governors are informed about provision, progress and well-being of our children with SEN. To ensure confidentiality any feedback or reports do not name individual children.

If you have concerns about how school deals with your child regarding any SEN issues you can discuss these with the Headteacher or our SEN Governor.

The name of our SEN Governor is:

Miss Helen Burke

If you want to discuss any issues with our SEN Governor, she can be contacted by arranging an appointment via the school office.

11. What support services are available to help Parents/Carers with children with Special Educational Needs?

Our school Senco will be able to advise you on the support services available to you, both locally and nationally.

It is also recommended that you consider contacting your **GP** to discuss any concerns you may have about your child's needs and to seek medical support, guidance and assessments if appropriate.

Parent Partnership Services are a support service we also recommend. They can offer independent and unbiased advice and information about the assessment procedures and educational provision for your child.

The service is known as the "Special Educational Needs and Disability Information and Advice Support Service" (SENDIASS). Their e-mail is sendiass@birmingham.gov.uk

12. How will we support your child through transitions?

Before your child starts at our school:

- visit existing school or home if appropriate
- transition days - staggered at times of the day to meet the needs of the child as appropriate

When your child moves to a new school:

- additional visits to the new school for children with specific needs
- contacting key personnel at receiving school
- reviews centred on the needs of your child involving yourself, staff and relevant agencies when appropriate (Person Centered Review)
- all relevant documentation about your child shared with new setting
- individual visits to a new setting as necessary, allowing the child to take photographs and ask questions in a more relaxed and unhurried setting

When children are moving into the next class:

- your child's new teacher will be informed of your child's likes, dislikes and what works best for them (One Page Profile)
- visits to the new classroom are arranged during the term prior to moving in to a new class
- provision of transition booklets for some of our children showing photographs of the new classroom and the child's new teacher

13. How can Parents/Carers find the Birmingham Local Authority's Local Offer for SEN?

You can find the Birmingham Local Authority's local offer by clicking on the link below:

mycareinbirmingham.org.uk