

*Photos which go alongside this report are available on:
Tdrive - General school - Photos - SEN - SEND Information report photos*

SEND Information Report **(SEND offer)**

Available at: <http://staugustinesjuniorschool.co.uk/info-centre/send-information-report>

Updated with input from parents/carers and pupils – September 2020



St Augustine's Junior School works closely with other schools and the local authority to ensure that children are given the best opportunity to learn and make progress, regardless of their needs.

Peterborough schools work together with the local authority to put together the 'local offer'. This is aimed at providing better support and services for children and young people with special educational needs or disabilities. Further information about the local offer can be found here:

<https://fis.peterborough.gov.uk/kb5/peterborough/directory/localoffer.page?familychannel=8>

At St. Augustine's, we regularly gather the views of staff, parents and pupils to help to review and improve our SEND provision. Parent and child testimonials throughout this report should give you an idea of how the support offered at St. Augustine's is received by those it is intended for.

Parent testimonials

"The staff at St Augustine's have always been caring and helpful yet professional, to both my son and us as parents. Nothing is ever too much trouble and they always listen. Thank you so much. I will miss you all!" – Year 6 Parent

"The teachers recognised that my child was having some learning issues and arranged a meeting to discuss with me and gave me advice and help on how we could all work together to help my child." – Year 6 parent

“A classroom plan has been put together by the SENDCo in order to support our son and his needs. This plan has given our son strategies to help him cope when he finds work/environment overwhelming.” – Year 4 parent

“The welfare of my child has always been put first.” – Year 6 parent

“SEND [support] has helped our child to focus on learning.” – Year 4 parent

Child testimonials

“In year 3 I used to be really panicky. My teacher taught me to calm down by doing square breathing.” – year 5 child

“Adults in school are really helpful because they explain things to me when I don't understand.” – year 6 child

“The teachers have helped me not to give up on things.” – year 4 child

“Before I came to this school I was very shy. I cried every day and didn't want to go to school. I am comfortable and very confident now” – Year 6 child

Glossary

SEND - Special Educational Needs and Disabilities

SENDCo - Special Educational Needs and Disabilities Coordinator

ADHD - Attention Deficit Hyperactivity Disorder

CAMHS - Child and Adolescent Mental Health Service

SALT - Speech and Language Therapy

EHCP - Education Health Care Plan

ERP - Enhanced Resources Provision

IEP – Individual Educational Plans

NLP – Neuro Linguistic Programming.

COVID-19 Information

From September 2020, the government announced plans for all children to return to school on a full time basis. Following the guidelines provided by the government, which can be found below:

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

St. Augustine's Junior School will be providing the following:

- Children will be taught in 'class bubbles' with a teacher and TA in each classroom. Children who require more support may have an additional adult in

class to deliver interventions and support. Teacher release time will be covered by an adult from their 'bubble'.

- Children will have access to their relevant curriculum through planned lessons, set by class teachers, which take into account the need for a 'recovery curriculum', to cover any knowledge and skills missed during the COVID-19 pandemic as well as any well-being needs children may have.
- Children will have access to all provisions as listed in SEND Provision section of the SEND information report. These include:
 - activities linked to the outcomes on their Education Health Care Plans.
 - visual supports such as visual timetables or now and next cards.
 - coloured overlays, ear defenders and sensory boxes where required.
 - technology where appropriate, such as laptops and iPads will be used with the 'bubble'.
 - Access to activities and resources to support emotional well-being, such as social or emotional stories. Support 1:1 from Mrs Loizou, Mrs Steel or remotely from Tamsin (school therapist).
 - Online provision: such as Times Table Rockstars, Accelerated Reader and Google Classroom.
 - In class provision, such as Precision Teaching, SALT activities and Beat Dyslexia.
- Interventions will take place within class 'bubbles' . Trained Teaching Assistants will deliver these interventions with support from the SENDCo and class teacher.
- Children with SEND will have access to break out spaces, should they need time out of their classroom for any reason relating to their SEND needs.
- Children will have access to Behaviour Support Plans should they need one.
- IEPs will continue to be in place for children with EHCP plans or significant need and reviews will be conducted via Email, Google Meet or Telephone call.
- EHCP annual reviews or meetings will be held via Google Meet/Zoom or Telephone call with professionals and parents.
- Outside agencies (Eg. SALT or Educational Psychology) will be providing interventions within school, over the phone or online via Zoom/ Microsoft Teams/Google Meet.

The offer shown below applies to any children that may need to be taught remotely.

As stated in the government guidance:

'Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education'.

Should there be a case for children to work from home, St. Augustine's will ensure:

- Work will be set by class teacher/SENDCo. It will take in to account the needs of the pupils in their classes and will follow a well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject.
- Teachers will check work regularly to gauge how well pupils are progressing through the curriculum.
- Regular contact with children via Google Meet Live teaching sessions and welfare checks will ensure that pupils' outcomes are kept at the forefront and that their emotional needs are being met.
- The class teacher/SENDCo will set work and provide resources for individual SEND children relating to the outcomes/targets on their EHCP or SEND support plans.
- Teachers will use remote education resources to ensure specialist content for pupils with SEND.
- We will provide printed resources, such as workbooks and worksheets for pupils who do not have suitable online access.

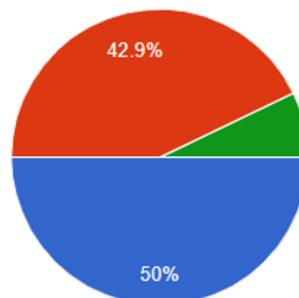
Parents of SEND pupils may continue to require our support at this time. Mrs Potter will be available during the working day on lpotter@staugustinesjunior.net and will call parents to discuss any concerns they may have and to provide appropriate support.

Transition

We are aware that the transition period for our pupils with SEND has been greatly affected by the current situation. All class teachers have engaged in handover meetings with the incoming class teacher as well as the SENDCo. We also continue to work alongside our secondary colleagues to ensure that the information needed is shared and any children needing enhanced transition will receive it.

Parent testimonials regarding support during lockdown.

92.9% of parents of children with SEND rated the support St. Augustine's gave them during lockdown as Good or Excellent.



“Weekly work packs delivered to home, live lessons, video catch ups and emails [were provided] to keep in touch with any problems.” – Year 4 parent

“The support provided to our daughter has been consistently excellent and we have been grateful for the time, and effort, class teachers, teaching assistants, learning support advisers, office staff and senior leadership have consistently provided.” – Year 5 parent

“The staff working with my daughter have worked hard to minimise disruption to her routine and provide as many of the interventions required.” – Year 5 parent

What support is in place for all children at St. Augustine’s?

At St. Augustine’s we pride ourselves on delivering ‘quality first teaching’. We have high expectations for all pupils and all children are encouraged to develop themselves as a learner in a supportive environment. Children will be given the chance to learn, practise and apply their skills and will progress at a pace suitable for their individual needs. Differentiation of activities is in place in all classrooms and an individualised curriculum can be put into place where needed. Where children require further support, this is put in place in the classroom or through group or individual interventions (currently delivered by class TAs and teachers to comply with COVID-19 class ‘bubbles’).

“Our daughter found forest school very useful as an opportunity to talk to staff about things making her anxious. One to one sessions with learning support and teaching assistants were also helpful in helping her to deal with emotions. [Sessions with Tamsin] have been a huge help to our daughter in helping her to learn techniques to manage emotions. We as parent also learnt some methods which worked for her.” – year 5 parent

“[School] hired a private OT to help her transition.” – year 6 parent

“[Our child] Saw Tamsin 1-1. This benefitted [him] to help him understand some of his difficulties and helped provide strategies to try in the classroom. He had a classroom plan put together in liaison with the SENDCo, teacher and parents which helped with our child to be able to access his learning.” – Year 4 parent

What should I do if I feel my child has Special Educational Needs?

Your first port of call will be your child’s class teacher. Our teachers are always willing to discuss any concerns you may have about your child’s learning. Following on from this discussion, further provision may be put in place for your child by the class teacher. The class teacher or parent may wish to discuss the issue further with the school’s SENDCO (Special Educational Needs and Disabilities Coordinator) Mrs Potter or the headteacher.

How are children identified as having SEND?

Children who attend catch up interventions will not be considered as having SEND. At St. Augustine's we work to fill any gaps in the children's learning in the classroom as well as through intervention groups and targeted PiXL therapies (currently delivered by a member of staff in your child's class 'bubble'). These groups support children to make accelerated progress in order to catch up with their age expected levels. Where progress isn't being made, despite further support and intervention, children may be put onto the SEN register under one of these underlying needs:

- Cognition and Learning (Eg. Dyslexia, Dyscalculia, Dyspraxia, Mild/Moderate/Profound Learning Difficulties)
- Social, emotional and behavioural (Eg. Attention Deficit Disorder - ADD or Attentional Deficit Hyperactivity Disorder - ADHD)
- Communication and Interaction (Eg. Speech and language difficulties, Autism or Aspergers Syndrome)
- Sensory Issues (Eg. hearing impairment, visual impairment or partially sighted or Multi-sensory impairment)
- Physical/Medical issues (Eg. Epilepsy, Asthma, Diabetes, Osteogenesis Imperfecta – Brittle Bone - Anaphylaxis or other medical conditions/syndromes)

Your child's teacher or Mrs Potter will discuss with you if your child has been added to the special educational needs register. Children may also be identified as having SEND if they have a medical diagnosis which affects their learning or physical ability to access the curriculum.

How do you cater for children with physical needs?

Our building, which is all on one accessible level, caters well for children who may have complex physical needs.



Where necessary, support will be put in place to ensure that children with physical needs get the opportunity to take part fully in all areas of the curriculum. Members of staff at the school have experience in dealing with children with a wide range of physical needs. Regular training is put in place to ensure that all members of staff are trained to provide the best support for children with additional physical needs. Where necessary, parents can meet with the SENDCo, the class teacher and TA and relevant healthcare professionals to write a 'Health Care Plan'. This document is then shared with all relevant staff members.

How is my child involved?

We believe that the child should have a say about the provision they receive at school. Children are encouraged to attend meetings about their progress, set themselves targets to achieve and to shape their own learning.

Since September 2019, all children have had the opportunity to spend time with their class teacher during 'conferencing'. This enables the teachers to give verbal feedback to children and will mean that difficulties and misconceptions can be addressed quickly. The children are also given the time to reflect on their own learning.

Children at St. Augustine's have said the following about our provision for children with SEND:

"Adults help me a lot. I am happier at school because I am better at maths now." – year 5 child.

"The adults in class have helped me to get better at writing. I believe I can do it now." – year 4 child

Who supports children with SEND?

Children with SEND are largely supported in the classroom by their Teachers and Teaching Assistants. Where necessary, the teacher may request support from the SENDCo who may complete assessments, seek external advice or involve outside agencies.

Children with IEPs and EHCPs may have access to additional interventions or 1:1 or group learning with teachers, support staff, the SENDCo or teaching assistants.

"[TAs] have been amazing. [My child's TA] knows my child so well. She knows by a look if she is upset. The TAs are outstanding."
– Year 6 parent

"[My child] enjoyed her 1:1 time spent with Mrs Potter" – year 6 parent



SENDCo

Our Special Educational Needs and Disabilities Coordinator (SENDCo) works with staff and children to provide guidance and support. At St. Augustine's the SENDCo is Mrs Potter, who has achieved the Special Educational Needs National Award (SENDNA) and has been working at St. Augustine's since 2009.

Support given may include:

- Liaising with parents to provide support.
- Working with class teachers to help with making reasonable adjustments for pupils with SEND.
- Completing assessments or observations.
- Working with other professionals from the local authority for advice or to make referrals.
- Applying for EHC plans
- Holding meetings for EHC plans (previously known as statements) and creating IEPs (Individual Educational Plans).
- Attending training on up to date resources and provision for pupils with SEND.
- Training staff on best practice when dealing with pupils with SEND.



“Mrs Potter has played a key role in managing and leading the support provided to our daughter. We have had benefited from multiple meetings with Mrs Potter, our daughter’s class teacher and teaching assistants. There has been a very joined up approach taken to supporting our daughter through tough times. There has been a great amount to teamwork between multiple staff members in the school, and Mrs Potter as SENDCo has certainly been present and active in the administration of support and following up of our daughters progression. As parents we have been grateful for the effort she has put in. We realise that a school is a busy place full of lots of children who all have needs but have been grateful for the support provided to our daughter.” – Year 6 parent

“[Mrs Potter] has checked on [my child] on a regular basis, delivered his work packs to the house [during lockdown], supported both me and him and made it easy to go back to school for the last 2 weeks before the holidays.” – Year 5 parent

Headteacher

Mrs Pierce our headteacher, also has 10 of experience as a SENDCo and has supported children with Special Educational needs for 27 years. Mrs Pierce is happy to meet with parents and pupils and works closely with children and their families to give them the best experience at St. Augustine's.



Home-School Liaison Officer and Assistant SENDCo



Mrs Loizou is our home-school liaison officer and Assitant SENDCo. She works closely with parents to provide support and advice. She also monitors attendance, completes Early Help Aseessments and works closely with the local authority and external agencies. Mrs Loizou also supports Mrs Potter in her role as SENDCo. She works with children individually, in class or in groups to support them with their learning or with issues such as: worries, anger or self-esteem.

“Mrs Loizou has really helped me. She cares and asks me how I am.” – year 5 child.

Learning mentor

Mrs Steel is our Lead midday supervisor and learning mentor. She helps to run forest school activities and works 1:1 or in small groups with children outside during the afternoons. Through gardening and outdoor play, Mrs Steel helps children to work through their emotions, cope with their difficult days and talk about their worries.

“My daughter gets a lot from the gardening group/ 1:1 session with the TA” – Year 5 parent



Child protection

Designated personnel are:

Mrs N. Pierce - Child protection lead

Mrs L. Potter – Deputy Designated Safeguarding Lead

Mrs S. Loizou - Safeguarding designated personnel

Pupil premium lead

Miss A. Wilkinson is responsible for monitoring and putting in place support for children who receive Pupil Premium funding with support from Mrs Walker. Together, they are working on the 'Strive, challenge, enjoy' initiative. Under usual circumstances, children who take part in this see Mrs Walker regularly to assess their progress against targets set by their parent/s together with their class teacher. Due to COVID-19, Mrs Walker is unable to see children from other 'bubbles' at present, so class teachers and TAs are monitoring and supporting Pupil Premium Children currently.



Which other professionals may be involved with my child?

Through our links with the local authority, we have access to services who can support children at St. Augustine's who have been identified as having SEND. Services we work with include:

- The School Nurse
- Community Paediatricians
- The Sensory Support Service
- The Educational Psychology Service
- The Autism/ADHD Outreach Service
- Child and Adolescent Mental Health Service (CAMHS)
- Speech and Language Therapists (SALT)
- CHUMS (mental health)
- Project for Schools (mental health)
- YMCA (mental health)
- The Behaviour panel and City Learning Centre.

Secondary school transition

The majority of children, including those with SEND, attend a local mainstream school in Peterborough. These schools, including Nene Park Academy and Stanground College, have provision in place to support the needs of children with SEND. Nene Park Academy currently has an Enhanced Resource Provision (ERP) to support children with autism.

During year 6, we do our best to prepare our children for moving to secondary school. Provision includes:

- Lunchtime drop-in sessions with our school therapist around concerns that our year 6 children may have about transition.
- Group or 1:1 support for year 6 children who are struggling with transition worries.
- Organising additional visits for children experiencing anxiety about moving to a new school.
- Visits to and advice about possible special school placements for children with EHCPs.

What about special schools?

In rare cases, during transition to secondary schools and where an EHC plan is in place, some parents may wish to apply to a special school. The following special schools in our local area are:

- Marshfields
- Medehamstede (Formerly City of Peterborough Academy Special School)
- Heltwate School
- Phoenix School
- City Learning Centre
- Nenegate School

What is an IEP?

IEPs (Individual Educational Plans) are created to put in place support for pupils with SEND. The meeting will involve school staff, pupils and parents and will take place in school or remotely. Reports from health or other sources may be used in creating the plan. At the meeting, a plan will be put together outlining strengths and areas for development for the child. Targets will be set and the plans will be reviewed at least yearly where progress will be assessed and new achievable targets will be set. Children are also encouraged to play a part in these plans and will discuss their views beforehand or will be invited to attend part of the meeting.

What is an EHCP?

EHC plans are written for pupils who require adjustments to be made to access the curriculum, along with support from additional professionals or outside agencies. In compiling these plans, reports and meetings with health care providers and social care (where necessary) will be linked with the provision in place at school and any other educational support given. The group of professionals involved will compile the plan, along with parents, to discuss strengths and areas for development for the child and to set targets for the upcoming year. EHC plans are reviewed yearly where progress will be assessed and new long-term targets will be set.

What input do the governors have?

At St. Augustine's Junior School, our governors are involved in writing and reviewing our SEN policy. Our SEND governor is Hillary Hull.

The governors monitor the provision of resources for children with SEND and meet with the SENDCo to ensure that correct provision is in place.

What pastoral support is provided?

At St. Augustine's we continually support the children in their spiritual, moral, social and cultural development (SMSC). Our Christian ethos, themed weeks, daily collective worship and Religious Education sessions (R.E.) help to support the children in making the right decisions for them both morally and spiritually. Personal, Social and Health Education sessions (P.S.H.E.) also help to support the children in understanding social behaviour, exploring their own morality and teaching British Values to the children.

Where further support with social skills or emotional issues are needed, children may be chosen to take part in our self-esteem or social skills sessions. Mrs Loizou, Mrs Steel and Mrs Potter support pupils who are having social and emotional difficulties either in 1:1 sessions or group/paired activities.

Where necessary, children may then be added for 1:1 or group sessions with our therapist: Tamsin Moore-Jones.

“Adults are always there when you're feeling down to make you feel positive. They will talk to you in private if you need it.” – year 6 child

“At St. Augustine's, teachers and TAs help you with your worries and make you feel comfortable.” – Year 6 child

In School Therapist

At St. Augustine's we started therapy sessions, run by Tamsin Moore-Jones, in September 2018 thanks to National Lottery funding. This has been highly successful, with 30% of our children using the service in 2019 and 45 children accessing either 1:1 or group structured sessions during the last year. Tamsin has worked with children who feel anxious or struggle to control their emotions and many of our children have made excellent progress in these areas.

Tamsin will continue to work with St. Augustine's remotely during the school year 2020-2021, by completing 1:1 therapy, providing staff training, preparing interventions and conducting sessions with parents where required.





“[My child] met with Tamsin once a week to chat and work on areas she identifies he needs to work on. This has been successful. He enjoyed the 1:1 time and tools/strategies given to him to help cope in the classroom environment.” – year 4 parent

“[Tamsin] helps me to build my confidence. It’s fun” – Year 4 child

“I like it when Tamsin teaches me. I have learnt how not to react to things.” – year 5 child

How do you cater for pupils entitled to Pupil Premium Funding?

We closely monitor the progress of all of our pupils and support is put in place for any child who needs it. Our pupil premium lead, Miss Wilkinson, focuses on the needs children in receipt of pupil premium funding. Using this funding, we have introduced new intervention groups, paid for additional resources, places in after school clubs and school funded trips for these children. As well as receiving additional support from school staff through intervention groups and 1:1 tuition, children may also benefit from working with external coaches, who run intervention groups as well as clubs at school.

Interventions

In addition to their learning in the classroom, some children may attend extra intervention groups or 'PiXL therapies'. The purpose of these is to build upon children's learning in the classroom by repeating learning and filling in gaps in subject knowledge, resulting in rapid progress to close the gap between current achievement and age expected levels.

Reading Interventions

- Accelerated Reader – Almost all of the children at St. Augustine's take part in our Accelerated Reader (AR) Programme. Children's reading ages are tested, they are assigned a level for their books and they then complete quizzes to test their knowledge about what they have read. Mrs Massey is our reading HLTA and organises the AR library, awards certificates and monitors the progress the children make.
- Precision reading – supporting the pupils to read high frequency words fluently
- Premiership reading stars - A reading programme based around football which is taught by our sports coach: Mr Clarke
- Speed reading – Children complete regular reading sessions and assessments which calculate and track their improvements in reading speed.



Writing interventions

- Precision spelling - one to one intervention to support recall of commonly misspelled words, the list is tailored to each child's individual needs.
- Beat dyslexia - a specialist intervention to support children with a diagnosis of dyslexia or those who have been screened and identified as being 'at risk' of dyslexia.

Maths interventions

- Plus 1 - One to one intervention to support children's understanding of the number system.
Dyscalculia - a specialist intervention to support children with a diagnosis of dyscalculia.

Social interventions

- Think good feel good - Children work with Mrs Loizou to discuss their worries and to learn techniques to manage their emotions.
- Self-esteem group - following ideas from Rosemarie Portmann's self-esteem programme, Mrs Loizou completes weekly self-esteem sessions.

- Social stories - A small group intervention involving discussion and role play based around different social scenarios.
- Group or 1:1 sessions with our school therapist: Tamsin

Gross/Fine motor skills

- Fine motor skills - Children will complete a range of activities to strengthen their muscles and improve their handwriting.
- Sensory circuits – In previous years, Sensory Circuit sessions took place before school. Due to COVID19, they are currently taking place throughout the school day in 'bubbles'. This acts as a warm up for the day or opportunity to get rid of excess energy, whilst improving gross and fine motor skills.



Useful links

SEND Information Advice support Service - Tel 01733 863979

Educational Psychology Open Access Consultation Service - Tel. 01733 863979

City Council Website: www.peterborough.gov.uk