



Special Educational Needs Information report

Mission Statement

"I called you by your name, you are mine." Isaiah 43

Our mission at St. Augustine of Canterbury Catholic Primary School is to provide a learning environment in which all children and staff reach their potential in an atmosphere of kindness, empathy, honesty, gratitude, courage and love.

All our work is inspired by the teachings of Christ and His Church. Working in partnership with parents and carers, we aim to enhance and celebrate the moral, physical, social and emotional development of all children entrusted to us.

We are an inclusive community, welcoming and accepting all who enter our school, regardless of ability or background; teaching children to be understanding of the world they are growing up in, together with learning how to live alongside and respect diversity within our society.

Equality statement

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at St Augustine of Canterbury Catholic Primary School.

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PESD) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

This information report was checked and updated October 2024

Next date to be reviewed: annually and as soon as possible when any of the information in it changes

Please also refer to the Special Educational Needs and Disabilities Policy

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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

At St Augustine of Canterbury staff work to support **all** the children to achieve and succeed to the best of their ability. We believe that quality first teaching is vital to achieve this aim, and the teaching and learning throughout the school are subject to regular scrutiny, review and development to ensure that we are meeting the needs of all children. However, for some children there are times when further additional support may be needed to help them achieve their targets, and it is at this stage when the Special educational needs co-ordinator gets involved.

We provide clear information to parents about the provision available and the services and agencies that are used within our school. This is called the **Special Educational Needs information report**.

1. What types of SEN do the school provide for?

Our school currently provides additional and/or different provision for a range of needs as outlined in the SEN Code of Practice including:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder, speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia Moderate learning difficulties Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD), attention deficit disorder (ADD)
Sensory and/or physical	Visual impairments, hearing impairments, processing difficulties epilepsy, physical impairment, multi-sensory impairments

2. Which staff will support my child, and what training have they had?

Our special educational needs co-ordinator, or SENDCo

Our SENDCo is Mrs Angela Liggins who is a qualified teacher with over 20 years of teaching experience. She has over 11 years' experience in her SENDCo role and completed and achieved the **National SENCo award** in 2015. She has also completed accredited training on running a **Nurture group**. Other achievements include the **Language for Learning** award and the foundation to **Drawing and Talking therapy**. In September 2021, Mrs Liggins was also certified as a **Youth Mental Health First Aider** and most recently in August 2024 has been awarded a certificate for the **Role of Senior Mental Health Lead**. Mrs Liggins is currently allocated 3 days a week to manage SEN provision.

Class teachers

All members of staff have received in house training related to SEND and the new Code of Practice 2014 and are supported by the SENDCo to meet the needs of children who have SEN.

All staff also have regular updated training on Autism (ASD) as well as other SEN needs including ADHD, SLCN and Dyslexia. All teaching staff have had training on De-escalation and Positive handling.

Teaching assistants (TAs)

We have teaching assistants who also received in house training related to SEND and also update their understanding of specific areas of need through regular meetings with the SENDCo.

Individual Teaching assistants have received **Speech and Language Link** training to enable them to deliver more specialised support for children who have individual speech and language programmes.

External agencies and experts

It is sometimes necessary to consult with outside agencies to receive specialist advice and expertise to support individual or groups of children.

We work with the following agencies to provide support for pupils with SEN and to support their families. These include:

- Private Specialist Speech and Language and Occupational Therapy services
- Accredited Play Therapists
- Marlborough Outreach Team through Rivermead Solutions
- Fortis Trust Outreach team
- AAP (Attendance Advisory Practitioner)
- PASS (Physical and Sensory Service)
- MCH -School Health and Nursing Team
- Educational Psychologist
- CyPMHS (Child & Young Person's Mental Health Service)
- Child Protection Advisors
- Social Services
- Snapdragons- Community Child Health and Paediatricians
- Medway Early Help team
- Inclusion team
- Dyslexia specialists
- MCH Occupational therapists
- GPs or Paediatricians

An Educational Psychologist is allocated to each school. He/she would normally only work directly with children whose needs are felt to be quite considerable and have not responded well to the interventions previously put in place for them. This involvement is generally planned at the ISR (In school review). These meetings are held three times a year between school staff and where appropriate, other professionals. The aim of the ISR is to gain a deeper understanding of and try to resolve a child's difficulties. In order to help understand the child's educational needs better, the psychologist will generally meet with the parent and give feedback after the assessment has been completed. He/she will offer advice to the school and parents/carers on how to best support the child in order to take their learning forward.

3. What should I do if I think my child has SEN?

If you think your child may have a Special Educational Need or Disability, please contact the school. Talk to your child's class teacher in the first instance. They will then pass the message on to Mrs Liggins, the school SENDCo who will be in touch to discuss your concerns. You can also contact the SENDCO directly. We will meet with you to discuss your concerns and try and get a better understanding of what your child's strengths and difficulties are. We will let you know what steps we can take to support your child. We will involve you in the decisions made about how we can best assess their needs and support their learning or behaviour/emotions.

4. How will the school know if my child needs SEN support?

The identification of SEN is embedded in the whole school process of monitoring progress and development of all children. We recognise the benefits of early identification and making effective provision in improving the long-term outcomes for children with SEN.

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

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

This may also include progress in other areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a child is recorded as having SEN. If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra intervention to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO who will contact you to discuss things further.

The SENDCo may observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENDCo may speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If a child is not progressing as expected, we may carry out a range of assessments in order to identify any potential problems.

These include:

Lucid Rapid Dyslexia screener- swift, objective and accurate indication of dyslexia.

SpLD assessment- children who are identified as at risk and demonstrate dyslexia traits may be referred to a specialist for a full specific learning difficulties diagnostic assessment

YARC- York Assessment for Reading Comprehension

Speech Link- used to screen a child if there is a concern raised regarding spoken language and articulation

Language link looks at the child's receptive and expressive language- understanding of language

GL NGRT and NGST to assess pupil's reading and spelling ability and provide reading and spelling age

Boxall Profile- a psycho-social assessment tool to determine children and young people's social and emotional functioning and wellbeing

We also have regular contact with a range of external agencies who are able to give more specialised advice when necessary to support individual children, This includes private Speech and Occupational Therapists, Play Therapist, Medway Educational Psychology Service, the School Nursing team as well as Marlborough Outreach who specialise in supporting children with Autism, and Fortis Trust Behaviour Outreach Service and The Rowans- APP.

The SENDCo also offers Nurture support to children in small groups or in a 1:1 situation and can support children with their academic learning.

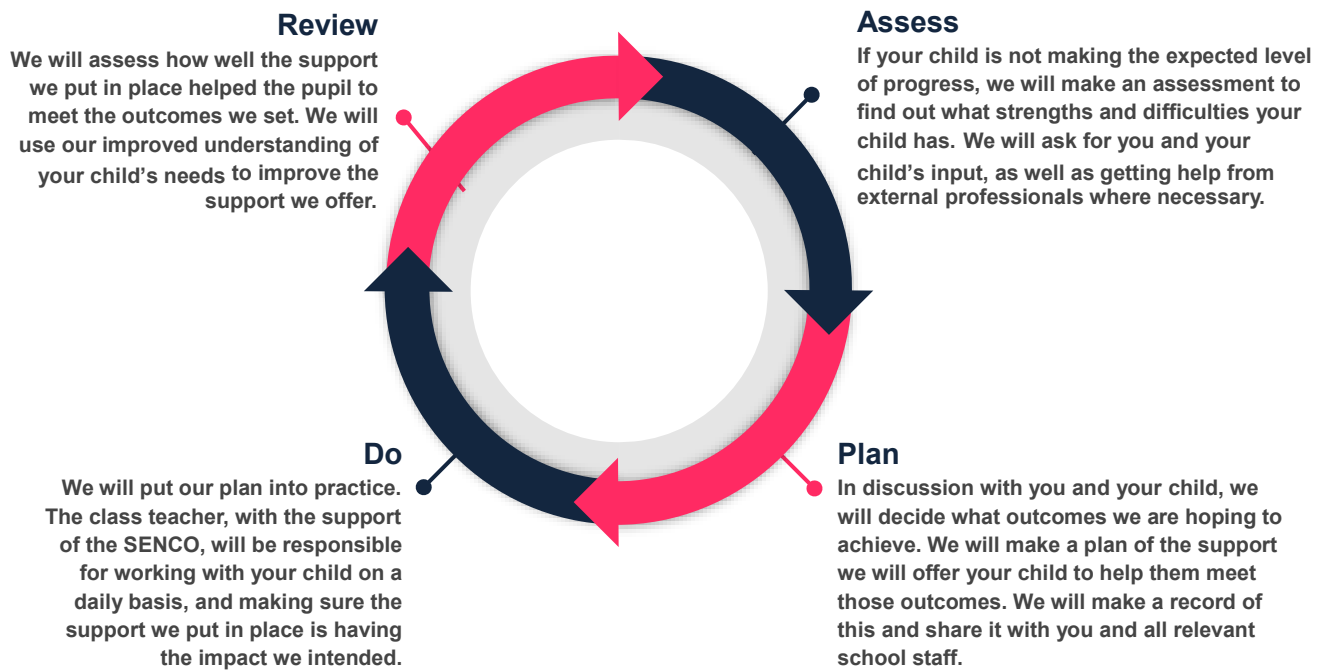
If your child does need SEN support, their name will be added to the school's SEN register, and the SENDCo will create a SEN provision or school-based plan for them.

5. How will the school measure my child's progress?

Through the school's assessment and monitoring cycle, pupil progress is regularly addressed with class teachers, SENCo, SLT, parents and children. The school records to support children with SEN include:

- Teacher's planning differentiated according to need
- Class Provision Maps or Individual Provision Plans
- Intervention records
- Pupil progress meeting records
- SEN school-based support plans where appropriate

We will follow the graduated approach to SEN support and the four-part cycle of **assess, plan, do, review** to meeting your child's SEN needs. **Assess** (consider what the child's needs are), **Plan** (identify what support can be offered and how it will be delivered), **Do** (carry out the planned support) and **Review** (evaluate what has or has not worked for the child). The ASSESS-PLAN-DOREVIEW cycle is on-going to enable provision to be refined and revised as the understanding of the needs of the child grows. This cycle enables the identification of those interventions which are most effective in supporting the child to achieve good progress and outcomes.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue, and the school's targets, strategies and provisions will be revisited and refined.

The class teacher will work with the SENDCo to carry out a clear analysis of the child's needs. This will draw on

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

The class teacher is responsible for planning for your child and overseeing their progress across the curriculum. The SENDCo co-ordinates the support taking place for the children who need additional help and liaise with the external agencies who work with us. She will also oversee the different interventions we use to record and monitor progress and evaluate them for impact. The assessment will be reviewed regularly.

All teachers and support staff who work with the child will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact of the child's progress.

In summary we know when children need help if:

- Concerns are raised by parents/carers, teachers, teaching assistants or the child's previous school or setting or the pupil themselves
- they fail to make expected progress
- attainment is below national expectation and gap between them and their peers widens
- there is a change in the child's behaviour or social needs
- they have been identified as needing extra help by external services including Speech & Language or Occupational Therapists or have had a formal assessment or a medical diagnosis

6. How will I be involved in decisions made about my child's education?

Parents/carers play an important role in their child's education; they have a great deal to contribute, such as information and views which the school values. We believe that parents and school working together in partnership helps children with special educational needs to achieve their potential. The school's 'open door' policy means that parents can approach the school whenever they have a concern.

At the beginning of the academic year, teachers will share key information about the curriculum and learning for each year group and will also suggest ways in which parents can help their child. Targets are sent home three times a year. These are usually set by the class teacher, however children with more specific individual needs may also have targets set which are related to their Educational, Health and Care plans or individual school support plans where applicable.

During parent meetings, the class teacher will discuss the support in place to help your child progress. The SENDCo may also attend these meetings to provide extra support.

Parents should:

- Be able to take an active and valued role in their child's education
- Know their child's entitlement within the SEN framework
- Have access to information, advice and support during assessment and any related decision-making process about special educational provision
- Have regular in school meetings to discuss their child's areas of strengths and difficulties, their progress and the next steps. This will include parent's evenings. Parents of children with an Educational, Health and Care plan (EHCP) will also be invited to attend a person-centred annual review (PCAR) to discuss the progress made by their child against their individual targets.
- Attend Early Help meetings or meetings with other professionals

- Carers of Looked After Children (LAC) attend PEP 'pupil centred review' meetings to discuss the child's targets on the plans.

The conversations and discussions will make sure that:

- Everyone develops a good understanding of the child's areas of strength and difficulty and how the SEN support that we school is providing is impacting your child outside of school.
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

Attend meetings to discuss their progress and outcomes

Discuss their views with a member of staff who can act as a representative during the meeting

Complete a pupil voice survey

8. How will the school adapt its teaching for my child?

Please also see our Accessibility Policy and three year plan on our website which outlines how we aim to improve the physical environment of the school, adding specialist facilities as necessary and how we aim to increase access to the curriculum for children with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that children with a disability are as, equally, prepared for life as are the able-bodied children.

Teachers are responsible and accountable for the progress and development of all the children in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will make the following adaptations to ensure all children's needs are met:

- Differentiating our curriculum to ensure all children are able to access it, for example, by grouping, 1:1 work, teaching style, content of lesson etc to remove any barriers to learning.
- Adapting our resources and staffing. Teaching assistants may be allocated to work with individual children or in small focus groups to target more specific needs.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, writing slopes, move n' sit cushions, larger font, pencil grips etc.
- Teaching assistants will support pupils in small groups or on a 1-to-1 basis
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud etc.
- Access arrangements for tests

Ongoing teacher assessments and termly progress meetings with the leadership team identifies those children who are making less than expected progress given their age and individual circumstances. The shared discussion at the Pupil progress meetings may identify any potential

problems in order for further support to be put in place. When progress continues to be less than expected, the class teacher will discuss their concerns with the SENDCo. Together they will collaborate on problem solving, planning, supporting and teaching strategies for the individual. Clear interventions will be put in place. The effectiveness of the support and impact on the child's progress will be regularly reviewed and revised.

The type of support for each child varies. For some children, careful differentiation by the class teacher and access to intervention programmes can be enough to enable them to make good progress.

If a child has needs that are related to a specific area of the curriculum, such as spelling, reading, writing or maths, he/she may be placed in a small intervention group and parents will be informed that the additional support is being provided. These interventions will be recorded on the class provision map (this is a record of the interventions, timings, cost and impact of the intervention).

Current interventions provided at our school include:

- Phonics
- Beat Dyslexia
- Stareway to Spelling, Toe-by-Toe
- Nessy online literacy reading and Spelling
- Project X Code reading intervention
- Speech and language therapy plans
- Language Link
- PALS social skills program
- Talkabout social skills
- Sensory Circuits
- LEGO therapy
- 123 Maths- Plus 1 and Power of 2 package
- Maths, SPaG and Reading 'catch up/booster groups'
- Clever Fingers motor skills
- 'Speed up' Handwriting
- BEAM/Fizzy motor skills
- Draw and talk
- Nurture

A child who is in receipt of additional support may also have a **provision or school-based support plan** which outlines the support for the individual child. A copy of these will be sent home. Parents are encouraged to contribute and comment on the plan. The additional interventions will be regularly reviewed by the SENDCo and the class teacher to ascertain the effectiveness of the provision and the impact it has had. The monitoring will also help to inform future planning for the child.

Where a child continues to make little or no progress despite support that is matched to the child's area of need, the school should consider involving outside agency support. Parents will be informed in any decision to involve specialists. In these cases the SENDCo will liaise with parents to complete referral forms for the appropriate agency. In most cases, after assessment has been made by the outside agency, a programme or strategies will be provided for the school and parents/carers to follow to support the child.

Where the special educational provision cannot reasonably be provided within the resources normally available, a request for statutory assessment can be made either by the school or the parent. The Local Authority must then determine whether an Education, Health and Care assessment is necessary. Statutory assessment may not always result in an **Education, Health and Care plan** (EHC plan). The EHC plan has replaced the 'Statement for Educational Needs' in the new Code of Practice 2014.

Other ways we support include:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder	Visual timetables Social stories
	Speech and language difficulties	Speech and language therapy Speech and Language link
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope, coloured overlays, coloured rulers, off white board, visual aids including word banks , number lines and squares
	Moderate learning difficulties	
	Severe learning difficulties	
Social, emotional and mental health	ADHD, ADD	Quiet workstation, movement breaks, move n' sit cushion, fiddle toys, access to the Meadow room-sensory support-blackout tent, bubble tube, lights
	Adverse childhood experiences and/or mental health issues	Nurture, Draw and Talk, Play therapy
Sensory and/or physical	Hearing /visual impairment	Limiting classroom displays, displays in sight line Support from the Medway Physical and Sensory Service (PASS) team.
	Sensory processing	Weighted lap blanket, ear defenders, TheraBand, sensory circuits, trampette
	Multi-sensory impairment	
	Physical impairment	

These interventions are part of our contribution to Medway's local offer.

<https://www.medway.gov.uk/localoffer>

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after each term
- Using pupil questionnaires
- Monitoring by the SENDCo
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will the school resources be secured for my child?

The budget for SEN is allocated each financial year and is used to provide additional support or resources to meet the needs that have been identified and prioritised by the school. These can change from year to year, depending on the children in the school and their individual needs. Additional support or resources may be allocated if a concern is raised by the class teacher or parents at any point in the year or after discussion at Pupil Progress meetings or In school reviews.

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

If a child is also eligible for Pupil premium funding, this is also used to support that child's needs.

Pupil Premium is a sum of money allocated to schools in addition to core school funding to work with children who have been registered for free school meals at any point in the last six years (known as 'Ever 6 FSM'). Schools also receive funding for children who are Looked After, and children of service personnel.

Schools are held accountable for their decisions about how they use the funding through; performance tables which show the attainment of disadvantaged children compared with their peers and through the Ofsted Framework under which inspectors focus on the attainment of pupil groups, in particular those who attract pupil premium.

11. How will the school make sure my child is included in activities alongside children who don't have SEND?

All children at St Augustine of Canterbury are eligible to participate in activities, events and educational visits. Risk assessments for all activities and school trips are carried out and procedures put in place to enable all children to fully participate.

If a Health and Safety risk assessment suggests that an intensive level of 1:1 is required, a parent/carer may be asked to accompany their child during the activity in addition to the usual school staff. No child is ever excluded from taking part in activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

All of our extra-curricular activities and school visits are available to all children, including our breakfast and after school clubs. All children are encouraged to go on our residential trip. All children are encouraged to take part in sports day/school plays/special workshops.

12. How does the school make sure the admissions process is fair for children with SEN or a disability?

The admissions of pupils with an EHC Plan are dealt with by a completely separate procedure to the criteria set out in the Admissions Policy and Procedure – please see our website.

The procedure is integral to the making and maintaining of EHC plans by the pupil's home local authority. Details of this separate procedure are set out in the SEND code of practice. Pupils with a EHC plan naming the school will be admitted without reference to the criteria set.

13. How does the school support pupils with disabilities?

In accordance with legislation laid down under the Disability and Discrimination Act, we have disabled access to the building- this includes ramps into the building and wide doors in some parts of the building; disabled toilet facilities are also available.

Parents of disabled children should give the Head teacher details of disability as soon as they are offered a place. Some children may have a hearing or visual need which would be catered for by the school, with for example adapting the learning environment for that particular need. A meeting will then be arranged to discuss how the disability might affect the child's access to the life of the school and how any difficulties may be overcome. These steps will be taken to prevent disabled children from being treated less favourably than other children.

More information about our Accessibility Plan and Policy can be found on the school website

14. How will the school support children with medical conditions?

We recognise that children with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Where it is the case that a medical condition meets the criteria of disability, the school will comply with its duties under the Equality Act 2010.

Reasonable adjustments will always be made to promote access to all areas of the school curriculum. Specific staff have training to support particular needs.

If a child has a **medical need** then a detailed care plan is compiled in consultation with parents/carers. This plan is discussed with all staff who are involved with the child.

Where necessary and in agreement with parents/carers medicines are administered in school but only with signed parental consent and with medicines in their original packaging to ensure the safety of both child and staff member.

15. How will the school support my child's mental health and emotional and social development?

Members of staff are readily available for children who wish to discuss issues and concerns but appointments can be made to speak in greater detail to the class teacher or the SENDCo by visiting the school office.

Mrs Liggins may meet with parents to discuss how to support their child. This would normally follow on from any in school assessments completed or if Mrs Liggins has initiated an Early Help

Assessment through Family Solutions. Mrs Liggins may also meet to discuss strategies to use if there are problems with a child's behaviour or emotional needs.

If outside agencies have been involved, they will provide a report which indicates suggestions and ideas that can be used both at home and in school.

Some children may attend social skills groups to help them when appropriate.

They may also attend **emotional and wellbeing** sessions run by Mrs Liggins who is the **Senior Mental Health lead**.

Other training includes: running a **Nurture group** (September 2016), **Draw and Talk** therapeutic intervention and **Anxiety and Self-Regulation** and **Loss and Bereavement**

We would be able to refer children to an external therapy service if they are experiencing personal issues and require the support of a specialised professional including the Emotional and Wellbeing Team at Medway MCH or external accredited Play therapists.

Please see our policy on Mental Health and Wellbeing for further information on our website.

To make the playground a happy place we have playground friends and a buddy bench. We have the holy garden.

Pupils with SEN are encouraged to be part of the school council and to be part of other areas of responsibility to promote teamwork/building friendships

We have a zero-tolerance approach to bullying. If children feel they are being treated unkindly or bullied by other children, the situation is swiftly dealt with (See Anti-Bullying Policy).

16. What support will be available for my child as they transition between classes or settings?

At St Augustine of Canterbury, we understand that joining or moving from a school can be distressing for some children and therefore our aim is to make the transition for them as smooth as possible. Parents/Carers and their children are invited into school to see the school, meet the head teacher and their child's teacher.

Parents and their children are invited to come into school again to spend some time in the Early Years classroom, listen to a story etc.

The Early Years teacher will liaise with nursery staff at the child's previous setting to gain a good picture of the child before they begin primary school.

Each child is invited into school along with their parent to meet the Early Year's staff to discuss any concerns they have and to discuss the various milestones of development that their child has reached.

Parents of children transferring to St Augustine of Canterbury from another school or country are invited to meet the head teacher with their child.

This is also a time to discuss the child's specific needs. When a child joins St Augustine of Canterbury the school support is allocated on the information provided by the feeder school. Usually this will involve additional teaching assistant support to focus on individuals or groups of children. During their school life, if further concerns are identified due to a child's lack of progress or wellbeing then additional support will be provided. Pupil progress is reviewed regularly.

Occasionally, children may need 1:1 support in the classroom, but it is always our aim to help the child become as independent a learner as soon as possible.

If your child has a medical need, a detailed care plan is compiled in consultation with parent/carers. These plans are shared with all staff who are involved with the child to ensure that the care plan is understood and followed.

Occasionally, a child with an Educational Health and Care (EHC) plan has individualised needs that exceed the level of provision the school can provide from its Special Needs budget. In these cases advice and/or additional funding will be applied for from the Local Authority.

Each class have Transition afternoons at the end of every school year where they spend time in their new classrooms with their new class teachers.

We will share information about a child's SEN needs with the school or other setting the child is moving to. This includes Secondary school transition meetings with the SENCos. We will agree with parents' which information will be shared as part of this. Additional visits to Secondary schools for SEND Year 6 children can also be arranged if parents or the children feel that they would benefit from more time in their new schools to prepare them for their transition.

17. What support is in place for looked-after and previously looked-after children with SEN?

Mrs Angela Liggins- the school SENDCo is also the designated teacher for looked-after children and previously looked after children. She will work with all teachers to make sure they understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

18. What should I do if I have a complaint about my child's SEN support?

At St Augustine of Canterbury, we have an 'open door' policy encouraging parents to come in and discuss any concerns they might have about a child or a child's progress. There are open evenings held three times a year to discuss children's targets and achievements. In addition, parents are informed of any concerns the school may have about a child's progress and of any arrangements for support or involvement with outside agencies.

If however, should there be a concern about the school's SEN provision; the parent/carer should speak to the class teacher/SENDCo/Head teacher in the first instance. They will then be referred to the school's complaints policy. Complaints about SEN provision in our school should be made to the class teacher/SENDCo/headteacher in the first instance.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

The parents of children with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

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

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

19. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

Children and Families Bill 2013

The Children and Families Bill 2013 takes forward the Coalition Government's commitments to improve services for vulnerable children and support strong families. It underpins wider reforms to ensure that all children and young people can succeed, no matter what their background. The Bill will reform the systems for adoption, looked after children, family justice and special educational needs. The Government is transforming the system for children and young people with Special educational Needs (SEN), including those who are disabled, so that services consistently support the best outcomes for them. The Bill will extend the SEN system from birth to 25, giving children, young people and their parents/carers greater control and choice in decisions and ensuring needs are properly met.

It takes forward the reform programme set out in 'Support and Aspiration: A new approach to special educational needs and disability: Progress and next steps' by:

- replacing statements and learning difficulty assessments with a new birth to 25 Education, Health and Care Plan, extending rights and protections to young people in further education and training and offering families personal budgets so that they have more control over the support they need;
- improving co-operation between all services that support children and their families and particularly requiring local authorities and health authorities to work together;
- requiring local authorities to involve children, young people and parents in reviewing and developing provision for those with special education needs and to publish a 'local offer' of support.

The local offer was first introduced in the 'Green Paper (March 2011) as a "local offer of all services available to support disabled children and children with SEN and their families. This easy to understand information will set out what is normally available in schools to help children with lower level SEN as well as the options available to support families who need additional help to care for their child."

Each Local Authority must publish a Local offer, setting out in one place information about provision they expect to be available for young people in their area who have SEN.

The Medway framework will allow the Local Offer to provide parents and carers with information about how to access services in their area, and what they can expect from those services. With regard to Education, it will let parents/carers and young people know how schools and colleges will support them, and what they can expect across the local settings.

To see what support is available to you locally, have a look at Medway's Local Offer <https://www.medway.gov.uk/localoffer> which is available on their website.

Medway Special Educational Needs and Disabilities Information and Advice Support service (SENDIAS) provides a range of free and impartial help to parents/carers, children and young people. <https://www.family-action.org.uk/what-we-do/children-families/send/medway-sendias/>

National charities that offer information and support to families of children with SEND are:

[IPSEA](#)

[SEND family support](#)

[NSPCC](#)

[Family Action](#)

[Special Needs Jungle](#)

20. Glossary

There are many SEN terms that are abbreviated which can lead to confusion. Below is a glossary of the most common used SEN terms.

AAP- Attendance Advisory Practitioner

Access arrangements – special arrangements to allow pupils with SEND to access assessments or exams

ADD- Attention Deficit Disorder

ADHD- Attention Deficit Hyperactivity Disorder

Annual review – an annual meeting to review the provision in a pupil's EHC plan

Area of need – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.

ASD- Autism Spectrum Disorder

CAMHS – child and adolescent mental health services

ChYMHS- Child and Young person's mental health service

COP- Code of Practice

CP- Child Protection

DCD- Developmental Co-Ordination Disorder

Differentiation – when teachers adapt how they teach in response to a pupil's needs

EAL: English as an additional language

EHC needs assessment – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.

EHC plan – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.

EP- Educational Psychologist

EYFS- Early Years Foundation Stage

First-tier tribunal/SEND tribunal – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND

FSM- free school meals

GDD- Global developmental delay

Graduated approach – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil

HI- Hearing impairment

Intervention – a short-term, targeted approach to teaching a pupil with a specific outcome in mind

ISR- In school review- meetings held in school to discuss children on the SEND register **KS-**

Key stage

LAC- Looked after child

Local offer – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area

MLD- Moderate learning difficulty

Outcome – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment

ODD- Oppositional defiant disorder

OT- Occupational Therapist

Reasonable adjustments – changes that the school must make to remove or reduce any disadvantages caused by a child's disability

SALT- Speech and language therapy

SEMH- Social, Emotional and Mental Health

SENCO – the special educational needs co-ordinator

SEN – special educational needs

SEND – special educational needs and disabilities

SEND Code of Practice – the statutory guidance that schools must follow to support children with SEND

SEN information report – a report that schools must publish on their website, that explains how the school supports pupils with SEN

SEN support – special educational provision which meets the needs of pupils with SEN

SLCN- Speech, language and Communication need

SLD- severe learning difficulty

Spld- specific learning difficulty

Transition – when a pupil moves between years, phases, schools or institutions or life stages **VI-** visual impairment