



St John with St Augustine CE Primary School



SEN Information Report Date 2026-27

Who is the SENCo and how can we contact them

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What kinds of Special Educational Needs do we provide for?

We are a mainstream school.

Currently St John with St Augustine provides support for children who have autism, social communication difficulties, emotional and health difficulties, learning and development delays, physical needs, Speech and Language delays and dyslexia related difficulties.

How we know if a child has SEND and how do we assess their needs?

We have good links with nurseries and child minders locally and share information before the children start at St John with St Augustine.

Class teachers initially identify if your child has Special Educational Needs (SEND) or an additional need at the earliest point based on their day-to-day assessments. Information from parents regarding their child's history is vital and valuable evidence in supporting early identification.

Assessment information is shared with all staff at regular Pupil Progress Meetings. Children who are not making progress are highlighted and discussions held with the SENCo about appropriate strategies to be put into place.

Teachers will be the first to address your child's individual needs within the classroom setting.

Where appropriate, we seek advice from outside agencies such as Occupational Health, School Nurse, Paediatricians, Speech and Language therapists, Specialist Teachers and

Educational Psychologists.

Reports from all agencies are gathered and then the best course of action is decided upon to allow each child to reach their potential. This varies from intervention groups, Pupil Provision Plans, observations and target setting from the educational psychologist or contacting the local authority to obtain an EHCP for the child and further support for the school. We ask for specialist advice from external agencies as required.

Children will only be placed on the SEN register if they need provision 'different from or additional to' universal provision (provision that is normally available to pupils of the same age.) (SEN Code of Practice revised 2015)

If you think that your child has SEND, please speak to your child's class teacher as a first step to discuss your concerns. If necessary, the class teacher will then speak to the SENCo for further advice and support.

How are SEND children consulted and involved with their education?

All children on the SEN register are involved in their own Personalised Provision Plans (PPPs). Children work closely with the class teacher or teaching assistant on achieving each target. Children involved with annual reviews complete a contribution advice form when appropriate with help from the SENCo, their class teacher, another adult who supports them or their parent/carer. This is shared during the annual review meeting.

PPPs are completed with the class teacher. Teachers talk to the child about any difficulties they may be experiencing, what they are good at and how best to support them.

How we involve parents and consult with them about their child's education?

Prior to children starting school EYFS staff complete home visits where information about the child is shared.

Parents are informed by the class teacher if they have any concerns about the child as early as possible.

PPPs are shared with parents/carers and their views are sought. Parents/carers are valued and their contribution in terms of identification and support for pupils with SEND is fully recognised.

Parents/carers are kept fully informed and are encouraged to attend reviews, support the development of individual approaches to their child and provide help at home wherever possible.

The school operates an 'Open Door' policy, providing parents/carers with opportunities to pop in and discuss any matter with the relevant member of staff.

Each year, parents' evenings are held which keeps parents/carers updated on their child's progress, effort, and attitude. At the end of the school year detailed school reports are written by the class teachers and shared with parents.

Parents/carers have regular opportunities to provide feedback about their child's education through attendance at parents' evenings, contributions at annual review meetings, informal meetings with class teachers and via parental questionnaire responses.

How we adapt the curriculum and the learning environment for children with SEND?

High-Quality Teaching is a priority at our school, which ensures that provision is adapted to meet the diverse needs of all learners. We have an adaptable learning approach which considers the needs of all children. This includes differentiating and/or adapting the learning task, appropriate seating plans within the classroom, the use of educational software and assistive technology including adapted resources e.g. enlarged texts or different coloured paper or font, slopes or coloured overlays and where identified additional support may be offered in certain cases.

Relevant staff will be made aware of your child's identified needs and your child's PPP will be shared with them.

We have Additional and Alternative Provision (The Beehive and The Nest) with a qualified teacher to support children with Speech Language and Communication Needs and ASC. The classroom provides a core curriculum of Literacy and Maths in the mornings alongside a developmental curriculum (EQUALS). The children who are in the Beehive, will join their peers in their mainstream classrooms in the afternoons for the foundation subjects.

The Nest (Conservatory) is a classroom providing a sensory curriculum for our children with the most complex needs. The provision is planned for and resourced by the SEND Teacher (Beehive) and overseen by the SENCo.

Our Family Support Worker is training as a Thrive Practitioner to support our children with Social, Emotional and Behavioural Difficulties. There is a designated Thrive space in school for this curriculum to be delivered.

TA's are highly skilled in delivering 1-1 and small group interventions and professional development and training are ongoing.

How accessible is our school environment?

Our school is fully wheelchair accessible. We have disabled toilet/shower facilities. Resources such as visual timetables are implemented as universal support, and staff are deployed to support individual children (where necessary).

We do not have a school carpark, but parking is available on the streets around school. Information is available on the school website and notices are placed around school.

Furniture is neutral and modern and of a suitable height appropriate to the age group of the children being taught.

St John with St Augustine offers a daily Breakfast Club and After School Club.

We value high-quality teaching for all learners and actively monitor teaching and learning in school. We aim to create a learning environment which is flexible enough to meet the needs of all members of our school community. Adapted resources are used to meet the needs of the children eg enlarged texts, pencil grips, different coloured paper or font, slopes and coloured overlays. Consideration is also given to the background colour when using the IWB.

Any reasonable adjustments to ensure all children can access tests and Statutory Assessment Tests (SATs) papers are made well in advance, either through ordering modified materials or answering the relevant time questions. For children who require breaks or a quiet room this is also provided.

How our school resources are allocated and matched to the children's special educational needs and disabilities?

The Headteacher and Deputy Headteacher discuss the needs of the pupils requiring SEND provision with the SENCo. Appropriate measures are put into place to ensure the needs are met.

Training needs are identified for all staff, including non-teaching staff to increase their knowledge, skills and expertise in SEND.

Support staff are deployed effectively and flexibly to best meet the needs of all pupils with SEND. Money is delegated annually to SEND from the separate school budget.

Hours are purchased from Specialist Teachers to meet the needs of individual pupils on the Special Educational Needs register. The services of an Educational Psychologist are also purchased when a child is deemed to need a detailed assessment by school or other professional.

TA's have been employed to work across school to deliver specific interventions to help remove barriers to learning and meet the needs of the children, raising attainment and

rates of progress

If your child has an EHC plan the funding will provide the relevant support and resources. These may include access to specialist equipment, adult support, resources or any other need identified on your child's plan.

How we know if what we provide for the children is effective?

Pupil progress meetings are held with the Headteacher and class teacher and internal data is analysed. Any child with SEND is discussed in detail ensuring their needs are being fully met. Parents are informed about their child's progress at parent's evenings. School has an open-door policy and class teachers hold informal meetings with parents when they need to talk about the child's progress.

Children are involved with their Personalised Provision Plans (PPPs) and targets. Discussions are held regularly to see how well they are progressing with their targets.

Advice on how parents can help at home is given at parent's evenings. Homework is sent home regularly.

How staff are trained and kept up to date? What we do if we need more expert help.

To maintain and develop the quality of teaching and provision and to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development in line with the School Improvement Plan.

Other specialist agencies that are involved provide further training and input i.e. medical needs, Speech and Language Therapy.

Staff meetings relating to SEND are held regularly.

Outside agencies are invited into school to complete staff training eg ADHD Northwest, Autism.

How we prepare and support children to join the school and transfer to a new school.

Transition between school placements and key stages of children with SEND is fully supported at St John with St Augustine. Children and families will have the opportunity to access support within school to ensure make smooth transitions take place.

Home visits are completed before the child starts school. Parents are given the opportunity to talk about the needs of their child. An informal induction meeting also takes place.

Separate transition meetings are held with the SENCo when deemed necessary. This gives the opportunity for the needs of the child to be discussed and enabling strategies to be put into place before the child starts our school.

Stay and play sessions also take place giving the children the opportunity to visit the EYFS provision before starting school. Extra sessions can take place depending on the needs of the child.

Transition to a new class or key stage within school:

- There are opportunities for all children to visit their new classroom and class teacher. Some children will be given extra visits to familiarise themselves and ease any other anxieties.
- Some children have a carefully thought-out individualised transition plan. This will involve working closely with parents/carers in order for the preparation to continue over the summer holidays eg a book with pictures of the new classroom and members of staff working with the child.
- Detailed information sharing between teachers takes place during these important transition times.

Transition between Year 6 and 7

- Close liaison/discussion takes place between primary and secondary staff to enable a smooth transition for pupils with SEND.
- Transition day visits are arranged. The number of transition visits that are arranged will depend on the individual child.
- A child with an Education Health Care Plan in place will have a detailed transition plan. This will ensure that the most appropriate provision is in place.
- A review meeting for any child with an EHCP who is moving to High School will be held in the Autumn term.

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

The school offers some after school clubs eg sports, choir and booster classes. All extra-curricular activities are available to **all** children. Opportunities are provided for all children in EYFS, KS1 and KS2 to attend clubs and are free of charge.

All children attend school trips each year and any needs are taken into consideration before booking and arrangements adapted. Parents are consulted prior to these trips and advice sought when completing risk assessments. Sometimes separate school trips are arranged for children with complex needs or parents/carers are asked to join the trip to help support their child.

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

At St John with St Augustine we have a Family Support Worker. She can be accessed by any child or family in school wherever the need may arise.

We pride ourselves on having strong links with other agencies. We work alongside

- Children's Social Care
- School Nurse Team
- SALT
- Family and Wellbeing Service

We use the Early Help Assessment process and Team Around the Family (TAF) to facilitate links with other agencies.

Weekly PHSE lessons are delivered for all children in every class.

Whole staff training for Child Protection is compulsory and meets Lancashire County Council guidelines. The school has 4 Designated School Leaders who attend Safeguarding training every 2 years.

We have a Medical and Medicine Policy which is available on our school website which gives details on how we administer medicines.

We have an Intimate Care Policy and Anti-bullying Policy which are available on our school website –

<http://www.st-john-augustine.lancs.sch.uk>

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

'Chats' with SEN children take place with the SENCo to ascertain their views of their needs and how they are being met. Feedback is given to class teachers and any suggestions are taken on board.

Drop-in sessions are completed by the SENCo to look at the provision.

How do we involve and work with other professionals such as local authority support services and other organisations to meet the needs of our children?

We obtain help and advice from :

- Specialist teachers
- Educational Psychologist
- Primary Health Care Centre-Speech and Language
- Occupational Therapy
- Family Wellbeing Service

What arrangements we make in relation to the treatment of complaints from children and their parents/carers with special educational needs concerning our provision.

The complaint procedure for special educational needs mirrors the school's other complaints procedures. Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with the class teacher.

If the matter is not resolved satisfactorily parents have recourse to the following:

- discuss the concern with the SENCo
- discuss the concern with the Headteacher
- More serious on-going concerns should be presented in writing to the SEN Governor, who will inform the Chair of Governors

Parents are informed about Information Advice and Support Services (formerly Parent Partnership)

Our Complaints Policy can be found on the school website –

<http://www.st-john-augustine.lancs.sch.uk>

Where parents/carers of children with SEND can find the contact details of support services.

Contact SENDIAS at - <http://www.lancashire.gov.uk/send>

Where parents/carers can find information about the local authority's local offer?

Lancashire County Councils Local Offer - <http://www.lancashire.gov.uk/send>

The school's Local Offer can be found on the school website -

<http://www.st-john-augustine.lancs.sch.uk>