

## St Augustine's SEND Information Report September 2025

Our mission statement is: ***'We come to school to live and learn happily together by loving ourselves and each other as Jesus teaches us to.'***

At St Augustine's we strive to live out the Gospel teachings of Jesus through loving and supporting each other. Our children's health and emotional wellbeing is of paramount importance. The school has clear policies around areas such as medical needs, child bullying. Every child has a named adult they can talk to as part of our pastoral care. A few children may require an individual medical plan, care plan or safety support plan or any other specialised input deemed necessary.

Our school offers a broad and balanced curriculum which is fully inclusive. In order for all children to access the curriculum, some children will benefit from differentiation and/or additional support. A few children, with Special Educational Needs and Disabilities (SEND) will require more precise individualised support.

The Government has published a range of provisions to improve the quality and scope of support provided to children and young people with special educational needs, as well as their parents. Included in these provisions is: A requirement for local authorities to publish a 'Local Offer' of services for disabled children and young people and those with special educational needs. Further information on the Hertfordshire County Council Local Offer can be found using the following link

<https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx>

We have provided answers to many frequently asked questions relating to what we offer our children who have a Special Educational Need or Disability (SEND). This report will be reviewed each year and is supported by the school's Admission Policy, Complaints Policy, and Equality and Accessibility Plan all of which can be found on the school's website under Statutory Policies.

# St Augustine's School Offer

## **How does the school know if my child needs extra help?**

For children entering the school in Nursery or Reception, the Special Educational Needs Co-ordinator (SENCO) will be available to meet with any parents / carers during Open Days. All new parent(s)/carer(s) are very welcome to meet with the SENCO to discuss their child's strengths, interests, medical needs, possible and any information they would like to share concerning their child.

## **What should I do if I think my child may have a special educational need?**

Please come and talk to us. The first person to talk to would be your child's Class Teacher, but you are very welcome to talk to the SENCO.

## **How does the school know about my child's progress and if extra help is required?**

The progress and attainment of all our children is monitored closely by Class Teachers. Each half-term the Head Teacher, SENCO and Class Teachers hold Pupil Progress Meetings in which progress, attainment and impact of interventions is reviewed. Following these meetings programmes of support are implemented. Parents / carers are notified of their child's progress through regular sharing of targets, regular reviews as agreed with the class teacher and parent Consultation meetings. If a Class Teacher has a concern about the progress of a child in their class they will discuss this directly with Parents / Carers

## **How will staff support my child and who might work with them?**

At St Augustine's, staff work as a team to ensure that all children are supported in their learning and development. Some children may require a greater level of input from teaching or support staff. This will be discussed with parents/carers so that we can work jointly on targets.

## **How will I know how my child is doing and how might I be involved in discussions and planning?**

The parents / carers of all children are invited to consultation meetings twice a year to discuss progress. A full written report is provided to parents at the end of each academic year. If your child receives additional support you will be invited to meet with the Class teacher regularly to ensure effective home school partnerships are maintained. Before a child is placed onto the Monitoring Register (which covers children who require additional support) or the SEND Register (which covers children with Special Educational Needs), parents / carers will be invited into the school to discuss this with the Class Teacher and the SENCO.

In addition, there are regular opportunities to discuss your child's progress. The school operates an open door policy and appointments to meet with teaching staff can be arranged with their agreement via the school office for the end of the teaching day. If, having discussed the matter with your child's teacher, you would like a meeting with the SENCO, an appointment can be made through the school office. For a few children, meetings involving external professionals or review meetings will also be held.

### **How will the learning and development provision be matched to my child's needs?**

All Class Teachers differentiate to take account of the way children learn and those who need additional challenge or support. In addition, some children will need alternative resources or additional adult input to ensure progress and development – not all of these children will have additional needs.

### **What specialist services and expertise are available at or accessed by the school?**

Specialist teaching for children with specific learning difficulties is managed by the SENCO. The school can also call upon the expertise of professionals such as: the School Nurse, Specialist Advisory Teachers, Educational Psychologist, Speech and Language Therapist, Specialist Teachers with the Specific Learning Difficulties Team, Physiotherapist, Occupational Therapist and Family Support Worker. These professionals are involved with only a few children. If you wish to discuss a referral to a specialist service, please talk to your child's Class Teacher in the first instance.

### **What training have staff supporting children with SEND had or are having?**

All staff benefit from regular training both in school and externally. This covers a wide range including: whole school training on supporting the development of phonics, providing a dyslexia friendly environment, implementing speech and language programmes, meeting the needs of children with social and/or communication needs, social, emotional and mental health needs or those who have sensory or medical needs. In addition, individual staff training takes place to support one or a few children with specific SEND needs. Whole staff training is provided in the use of Epipens for pupils, asthma training and all staff are first-aid trained and some members of staff are paediatric first-aid trained.

### **How will you help me support my child's learning?**

A curriculum map for each year group is published on the website half-termly with an overview for all subjects in line with the new curriculum. All children receive homework, which varies in content, length and frequency according to age group and ability. Microsoft TEAMS is updated weekly with homework and support materials. Workshops for parents are held on specific subject areas each term and provide another chance to talk to staff. If you need further advice on supporting your child's learning, please talk to your child's Class Teacher.

### **How will my child be included in activities outside the classroom including class trips?**

Educational visits are always planned to be inclusive. A rigorous risk assessment is carried out for all off-site visits. Some parents / carers may be consulted in the planning of a specific visits to ensure the safety and wellbeing of their child. For further information please view or download our Accessibility Plan which can be found in the School's policy section of our website.

### **How accessible is the school environment?**

The school is on a flat site and is single storey, so is relatively accessible. There is a disabled toilet available. Adaptions are made where necessary to improve access for children or adults with specific needs. For further information, see the school's Equality and Accessibility Plan.

### **What are the admission Arrangements for Pupils with SEND or Disabilities?**

Our Admission Policy is based upon the agreed Hertfordshire's Admissions Policy. Normal admission arrangements will be followed for pupils with SEND.

### **We endeavour to be a fully inclusive school.**

All our children will be treated according to their needs in line with the school policy for Equality and Accessibility Plan Policy (including Race Equality & Equal Opportunities). We will take all steps possible to provide effective educational provision. Where a pupil has a particular need e.g. a wheelchair and needs access, the Governors will do their best to ensure that reasonable adjustments are made. If a pupil is transferring into the school with an Educational and Health Care Plan (EHCP) or has been in receipt of extra support from a local authority's centrally funded resources in their previous setting, continuation of this support will transfer with them.

### **How will the school prepare and support my child at times of transfer?**

All children require support prior to and during transition. Children with SEND may need additional visits to a new class or school. The Year 6 teacher and the SENCO will discuss children with SEND with their receiving secondary school, and relevant paperwork is forwarded on. Parents are kept informed of the transition process throughout.

### **What are the arrangements for the admission of disabled students?**

Please see the school's Admission Policy and Equality and Accessibility Plan for further information.

### **How are the school's resources allocated and matched to children's special education need?**

The school's SEND budget is mostly used to provide additional staff support or resources that will directly benefit children with SEND. In a very few cases the school will apply for, and be granted, additional funding from the County budget linked to an Educational and Health Care Plan. This funding is allocated to a particular child and the school may use it in whichever way most benefits that child.

### **How is the decision made about how much support my child receives?**

Decisions are made based on close monitoring of independent progress and achievement and are arrived at after consultation between the class teacher, SENCO and parents/carers. Any decision will reflect the needs of the whole school as well as the needs of the individual child.

### **Any other questions?**

Please feel free to contact us if you wish to discuss any aspect of SEND at St Augustine's.

Contact details: Mrs Debbie Johnson, SENCO

Email: [senco@staugustines.herts.sch.uk](mailto:senco@staugustines.herts.sch.uk)

Telephone number: 01992 463549

### **Any compliments or concerns?**

We are always seeking to improve on the quality of education we provide for our pupils with SEND and are keen to hear from parents and carers about their child's experience. Please see

our Complaints Policy for further information. We would also like your views about the content of our SEND Information Report. If you would like to comment, please email the SENCO team at [senco@staugustines.herts.sch.uk](mailto:senco@staugustines.herts.sch.uk).

Compliments are always greatly received and can be passed on either directly to staff and the SENCO, or formally recorded via our regular questionnaires to parents or in the form of a letter or email to the Headteacher. However, if there should be a concern the process outlined in the School's Complaints Policy should be followed.