

# St Augustine's Catholic Primary School

## SEN Information Report 2022-23



Part of the Norfolk Local Offer for learners  
with SEN

<https://www.norfolk.gov.uk/children-and-families/send-local-offer>

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## **Introduction and School Contacts**

This SEN Information Report is part of the Norfolk Local Offer for learners with Special Education Needs (SEN) see [Norfolk SEND Local Offer](#).

All governing bodies of maintained schools and maintained nursery schools have a legal duty to publish information on their website about the implementation of the governing body's policy for pupils with SEN. This information is updated annually and is available on our school website and from the school office.

St Augustine's Catholic Primary School's Local Offer has been produced by some members of the school community including school staff, parents/carers and governors. We welcome any feedback on our provision for children with Special Educational Needs. The best people to contact would be:

Mrs Gill Harrowven    SEND Coordinator (SENDCo)/Inclusion and Attendance Lead/DSL

[senco@st-augustines.norfolk.sch.uk](mailto:senco@st-augustines.norfolk.sch.uk)

Miss Costello            SEND Assistant

Mrs Virginia Boys      SEND Governor

Miss Rachel Swindell    Headteacher, DSL and Designated teacher for LAC/previously LAC

Contact can be made through the school office or website.

[office@st-augustines.norfolk.sch.uk](mailto:office@st-augustines.norfolk.sch.uk)

<https://st-augustines.norfolk.sch.uk>

## **Key Updates since 2021-22**

- The SEN Information Report has been reviewed
- Recent SEN related staff training has been included
- School SEN data has been updated
- The 'Best Practice Guide 2019' published by Norfolk County Council has followed to ensure the report meets key requirements expected
- Information added about the new SEND staff roles.

## **How we identify SEN**

At different times in their school career, many children and young people will be identified as having a special educational need. The SEN Code of Practice 2015, defines SEN as:

***“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if he/she:***

***a) has a significantly greater difficulty in learning than the majority of others of the same age: or***

***b) has a disability which prevents or hinders him/her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions”***

Children’s learning in school can fall behind for lots of different reasons. They may have been absent from school; they may have attended lots of different schools and not had a consistent opportunity to learn; they may not speak English fluently; they may be worried about different things that distract them from their learning. This does not mean that they have a special educational need, but we would still provide additional support to help the child to reach their potential.

At St Augustine’s Catholic Primary School children have been identified as having SEN through a variety of ways including the following:

- Assessment and monitoring by a teacher that identifies children performing below age expected levels – and requiring extra provision to be made.
- Concerns raised by a parent – either on admission to school or at any stage of the child’s education
- Concerns raised by children that they are struggling with learning or other aspects of school-life
- Concerns raised by teacher or other staff regarding behaviour or self-esteem that is affecting learning
- Information from a previous school
- Information from external agencies such as Speech and Language therapists
- Health diagnosis through a Paediatrician or other medical professionals

## **Areas of Need**

The SEN Code of Practice recognises four broad areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

## **Primary areas of need in our school (November 2022)**

<b>Primary Area of Need</b>				
	<b>Communication and Interaction (including autism)</b>	<b>Cognition and Learning</b>	<b>Social, Emotional and Mental Health</b>	<b>Sensory and/or Physical</b>
<b>Number of pupils</b>	23	20	4	8
<b>Number of EHCPs</b>	2	0	0	1
<b>Number of EHCP Referrals – Yes to Assess or Plan</b>	3	0	1	1

## **Our curriculum and approach to teaching learners with SEN**

At St Augustine’s Catholic Primary, we work very hard to ensure that all children make good progress at school and to meet their individual needs. We aim to help all learners reach their full potential. As part of this aim, we are committed to our responsibility towards the identification and assessment of children with special educational needs.

We offer an inclusive education, supporting all learners, including those with special educational needs. At our school, in addition to outstanding Quality First Teaching, we offer a range of extra provision, including making reasonable adjustments to: teaching, classroom organisation, resources to support learning and the school environment, in order to increase engagement in learning. Information can be adapted and presented differently e.g. with coloured overlays or printed on off-white or cream paper or with enlarged font. Visual or physical resources may be provided to aid accessibility.

Pupils preparing to sit statutory assessments such as SATs are included in the decision-making process for providing access to adapted papers, additional time, rest breaks, or a reader during the testing.

Every class in our school has children identified as pupils with SEND.

## SEN Profile by Year Group – November 2022

Year Group	Category of Primary Need				Code of Practice Stage and Number					
	Communication and Interaction (including autism)	Cognition and Learning	Social, Emotional and Mental Health	Sensory and/or Physical	SEN Support in NCYG		EHCP in NCYG		Total in NCYG	
					Number	%	Number	%	Number	%
Nur	1	0	0	1	2	8.3	0	0	2	8.3
Rec	3	0	0	1	4	9.5	0	0	4	9.5
1	3	0	1	1	5	11.9	0	0	5	11.9
2	5	1	3	2	10	22.7	1	2.27	11	25
3	3	6	0	0	9	20.4	0	0	9	20.4
4	2	3	0	2	7	15.5	0	0	7	15.5
5	4	5	0	1	8	17.7	2	4.4	10	22
6	2	5	0	0	7	15.9	0	0	7	15.9
<b>Total</b>	<b>23</b>	<b>20</b>	<b>4</b>	<b>8</b>	<b>52</b>		<b>3</b>		<b>55</b>	

2021 Total in SEN Support = 39

## Gender of Pupils on school's SEN record

	Total Number of Boys	Total Number of Girls
SEN Support	30	22
EHCP	2	1

### What if I think my child may have special educational needs?

If you have any concern regarding your child's progress or well-being, then please first speak to your child's class teacher to discuss your concerns. Appointments can also be made with the SENDCo through the school office or website or via email.

### What we do to support learners with SEN at St Augustine's

Every teacher is required to adapt the curriculum to ensure access to learning for all the children in their class. 'The Teachers Standards 2012' detail the expectations on all teachers. At our school we are proud of our teachers' efforts and commitment, amid the challenges in education today,

and we see the quality of teaching and learning for all children as one of our highest priorities.

For those who are at risk of not making adequate progress, we will intervene. This does not mean that all vulnerable learners have SEN. Only those with a learning difficulty that requires special educational provision will be identified as having SEN.

If a learner is identified as having SEN, we make provision that is 'additional to or different from' the normal differentiated curriculum, intended to overcome the barriers to their learning.

Our teachers will use various strategies to adapt access to the curriculum; this usually includes tailoring the learning to individual children using:

- Visual timetables
- Writing frames – to guide the learner through the task
- I pads, laptops or other alternative recording devices
- Peer buddy systems – particularly for emotionally vulnerable children
- Positive behaviour reward systems
- Resources – fiddle toys, wobble stools or cushions, pencil grips, writing slopes, visuals, word banks, spell checkers, 'chewelry', manipulatives
- Dyslexia friendly teaching and learning strategies – such as multisensory teaching methods and alternative forms of recording
- Adult support and intervention – for some children this could be:
  - ✓ Teacher supporting small groups within and/or outside the classroom
  - ✓ Teaching Assistant supporting small groups within and/or outside the classroom
  - ✓ 1:1 support, usually from a teaching assistant
  - ✓ Speech and Language sessions with our speech and language specialist teaching assistant
  - ✓ Extra pastoral support from class-based staff, PSA or CBT sessions.



The type of support is dependent on individual learning needs and is intended to enable access to learning and overcome any barriers to learning.

Many of the children receiving 'additional to or different from' provision will have this recorded in a Learning Support Plan (LSP) and One Page Profile held securely on the Trust funded 'Edukey Provision Map' online platform. LSPs are produced each term by the class teacher, with support from the SENDCo as needed, and are reviewed in collaboration with parents or carers. They detail barriers to learning, expected termly outcomes, provision needed to achieve these outcomes, and a measurement of progress against them as assessed by teacher, parent or carer and child. Children are involved in the completion of One Page Profiles, which provide both a pen-portrait of the child and a concise summary of strategies to be used for support.

Outcomes set may be informed by the assessments carried out in class by the teacher or more specific assessments carried out by the SENDCo or a specialist. This will help us to assess, plan and track steps of progress. This 'assess, plan, do, review' approach is known as the 'graduated response'. This helps to ensure that a child's needs are met immediately, and this support is reviewed as part of a cycle.

This support is detailed on a Provision Map which describes the interventions and actions that we undertake at our school to support learners with SEN across all the year groups. We modify the provision map regularly as our learners and their needs change.

Please see the [SEND Policy](#) on our website.



### **Staff Training, Expertise and Qualifications**

All staff within the school have responsibilities towards meeting the needs of children with SEN and have all read the SEND Code of Practice Guidance for Schools. We are very fortunate to have four teachers who all have previous SENDCo experience. The school provides regular and ongoing training for staff to improve knowledge, skills and confidence in supporting children with a broad range of needs.



**In 2019 - 2022, this training included:**

- How to Monitor Sensory Related Behaviours (STAR and ABC) in pupils with ASD- mentored by ‘Starfish’
- Introduction to ‘Attention Autism’ by ECCH Therapist
- EPSS ASD Team support in implementation of TEACHH Strategy
- Mental Health First Aider Training
- Feelings Detective (Cognitive Behaviour Therapy) Programme
- Precision Teaching
- Using ‘Alphabet Arc’ to support Phonics
- Establishing new skills and routines using visual aids- ASD
- Step Up Positive Handling Training for four members of staff
- Step On Behaviour
- Reading and Phonological Awareness
- Supporting Children with Maths Difficulties

In 2022-23: The school’s new SEND Assistant is attending training offered by Norfolk SEND Advisory Team: ‘Norfolk SENCo Now’ to help develop her skills for her role in supporting the SENDCo. One teacher and a TA are attending training on supporting needs of a child with selective mutism. One HLTA is developing her role to specialise in speech, language and communication needs. A group of Teachers and TAs are attending online training on how to administer seizure medication. The SENDCo is attending training to support children with good attendance and to enable teachers to provide good quality provision of SEN Support in the classroom in line with the wider school development plan.

22.11.22 PEASS twilight training

06.12.22 Supporting SEMH Needs twilight training

23.01 23 SPRING TERM FORUM

25.04.23 Effective Use of Support Staff twilight training

02.05.23 Funding workshop Arrangements for 2023-24

<b>Qualification</b>	<b>Date Awarded</b>
Mental Health First Aider x 2	February 2021
National SENCO Award	January 2019
Level 3 Awareness of Autism	January 2018
Level 3 Awareness of Mental Health Issues	October 2017
Phonological Awareness in EYFS	January 2018

ELKLAN Speech and Language Support: 5-11 yrs	2016
KS1 Talkboost training for TAs	2016

Throughout this academic year, all teaching staff are completing a Trust wide programme of training on ‘Adaptive Teaching Methods’, primarily flexible grouping, as promoted by the Education Endowment Foundation as good inclusive practice in the classroom.

### **Whole School SEND Quality Assurance**

We are always looking to improve what we do. In September 2022, the SENDCo set out a new termly monitoring programme to check the quality of the support from teacher’s planning to the child’s work in the classroom relative to their needs.



This will develop and continue each term and will feed into the quality assurance work of the school’s new Teaching and Learning Lead Teacher. We seek to ensure that all teachers are teachers of SEND irrespective of their

experience or the age of the children they teach. TAs are encouraged to engage in training relevant to the school improvement priorities and child need. This supports their own performance management and professional development that builds own individual strengths and skill set. All one-to-one support TAs are directed to attend training to suit the needs of the child they support, and this can involve specialist medical training as needed.

The LSPs written by the teachers are now fully available to parents via a login on Edukey Provision Map. LSPs are used as key evidence when submitting high needs funding requests or referrals for professional support or EHCPs to the LA.

Teachers are expected to refer to the contents of the PEASS (Provision Expected at SEN Support) documents and the SENDCo will systematically refer to them with teachers to ensure that high quality support is provided for all pupils with SEN.

Our Trust SEND Lead, Mrs Jennifer Reeves will provide strategic leadership and seek to streamline some key processes and systems across the Trust.

She has visited the school and met with the SENDCo to discuss SEND improvement and implementation planning.

### **External Advice and Support**

In addition to the expertise within the school and the Trust, more specialist advice is sourced annually for those children in need of additional support. The SENDCo meets a colleague from Norfolk's EPSS team once a term for a Core Consultation meeting to discuss challenges and successes within the school SEND aims and to share new resources or progress of SENDCo work required by the LA, such as the new funding system. The SENDCo is highly skilled and knowledgeable in liaising promptly with specialists and is aware of the impact that good advice at the right time can have on a child's progress and the teacher.

This is often secured through private services contracted to the Trust or through The Local Offer via:

- Sensory Support Service for children with visual or hearing needs.
- Speech and Language Therapy (provided by Health but paid for by the Local Authority).
- Specialist support teachers e.g. Dyslexia Outreach or teacher outreach support from Specialist Resource Bases (SRBs).
- S2S Support (School to School support from staff in specialist settings)
- Access Through Technology (ATT).
- 'Supporting Smiles' support for emotional wellbeing.
- CAMHS
- The Norfolk Healthy Child Programme- Just One Norfolk.
- Signposting families to local and national organisations and charities that provide support or advice within the home.

In 2022-23 with funding diverted to meet the cost of 'Edukey Provision Map', there is likely to be a small budget to meet the costs of professional support. We also continue a good partnership with Dyslexia Outreach Service via a Trust Subscription and with CEPP who can now provide us with access to various professionals such as EPs, OTs, or Specialist Teachers via a school service level agreement by mutual consent.

Occasionally we find that, despite applying our knowledge and expertise to ensure the best provision possible, a child's progress or development is

still very limited and may be causing concern or is difficult to assess in school. As part of our graduated response, we look for additional advice and support from an Educational Psychologist (EP).

If we believe that advice from an external agency will support us to help a child in school, we complete a referral in consultation with parents or carers. This is then sent on to the relevant agency.

Referrals may be recommended when a high level of support and intervention has been tried by the school over a period with limited progress being made. In some cases, specialist advice may be sought instantly due to the nature of the concern e.g. a child with significant speech and language difficulties.

If a child's needs cannot be met through the usual resources available in a mainstream school (SEN Support) we may, in collaboration with parents/carers apply to the Local Authority for an 'Education, Health and Care Plan' (EHCP) Needs Assessment to be carried out with the view of obtaining a plan.

### **How do we find out if this support is effective?**

Monitoring of children's progress, using person centred principles, is an integral part of teaching and leadership within St Augustine's Catholic Primary School.

Children are involved in reviewing their progress in lessons through daily feedback from and to teaching staff. Phase Leaders meet termly with school leaders at Pupil Progress meetings and teachers meet the SENDCo and parents at termly Learning Support Plan Review Meetings. One-Page Profiles are reviewed termly, or more frequently if needed and are part of the discussion at the LSP Review. These meetings are held the week before the half term holiday.

Progress data of all learners is collated by the whole school and monitored by teachers, senior leaders and Governors. Our school and Trust data is also monitored by the Trust Leadership Team and Ofsted.

If a learner has an Education Health and Care Plan, termly review conversations take place, and the EHC Plan will be formally reviewed at least once a year.

### **Other opportunities for learning**

We are committed to ensuring that all learners have full access to learning opportunities. This includes the regular range of curriculum related visits, swimming and other off-site activities. At St Augustine's we offer some additional clubs and activities. All learners have the same opportunity to access breakfast club, after school club and extracurricular activities. We are committed to making reasonable adjustments to ensure that all children who wish to can take part in these activities. Please contact the school to discuss any specific requirements for extracurricular activities that your child may have. Children with SEN are also represented on child leadership roles e.g. 'Minnie Vinnies' and in inter-school sport competitions organised locally by WNDSSP.

### **Safeguarding Children with SEN**

At St Augustine's Catholic Primary School, all staff are regularly trained and annually updated to be aware of the increased safeguarding risks for children with SEN. Staff are highly vigilant to risk and diligent in reporting concerns via a secure electronic monitoring system called CPOMs. Our School, with 51% of our children speaking English as a second language, works regularly to prevent bullying occurring by celebrating diversity and difference through our RE, PHSE and Assembly programme and operates rigorous anti-bullying procedures if incidents occur.

### **Funding for SEN**

St Augustine's receives capital funding for each child with SEN in the previous year's Census count and can seek additional funding directly from the Local Authority to support the most complex needs of learners with SEN. Additional 'high needs' funding is available through a new funding request process called INDES (Individual Needs Descriptors in Educational Settings) Submissions. This is essentially a questionnaire completed per child to show the exact needs and must be supported by the LSPs provided by the teacher of the child and any outside professional support. The Local Authority decide the funds to be allocated against needs and then the school can plan any expenditures. Feedback is given to us on decisions made.



If allocated, the funding is used to purchase staff support time and essential training, specialist resources and equipment for specific children. Please see [BudgetShare Tracker for St Augustine's Catholic Primary](#) for further details.

### **SEN and Disability**

The Equality Act 2010 defines a disability as a “physical or mental impairment which has a substantial and long-term adverse effect on your ability to carry out normal day-to-day activities.” Many children with SEN could therefore be defined as disabled, and many children with disabilities have SEN, though the two do not necessarily coincide.



### **School Admissions**

No pupil will ever be refused admission to school due to his or her special educational need. In line with SEN and Disability legislation, we make reasonable adjustments to provide effective educational provision. Please see the school's Admissions Policy. We welcome applications for admission from parents of children with any SEN or disability.

The Governors make every effort to accommodate a child's specific needs, working with the LA to improve facilities where necessary.

The school welcomes visits from parents who are considering applications for admission. Appointments can be made with the SENDCo to discuss potential support available.

Admissions from children with EHCPs are managed through a process of consultation facilitated by the child's named EHCP co-ordinator; again, visits are encouraged to discuss these applications before naming our school in a child's plan.

### **Facilities**

The school is wheelchair accessible up to the main entrance and throughout as it is built entirely on a ground floor plan. There are three disabled toilets

and sloped access inside and outside where necessary. Outside there are paths and sloped access to the sports MUGA and grassed playgrounds. The school is well lit with natural light throughout with good sized classroom accommodation. The corridors are clear. The school has its own catering staff who prepare meals on site.

### **Reasonable Adjustments**

St Augustine's has a duty through the Equality Act "to take such steps as it is reasonable to have to take" to avoid "substantial disadvantage" to a disabled child. We take positive steps to ensure that disabled pupils can fully participate in school life. This includes:

- Providing auxiliary aids (such as coloured overlays, adapted PE equipment, and computer software)
- Adapting resources such as enlarged text or books with coloured pages
- Flexible arrangements for children entering and leaving classes
- Additional adult support to overcome disadvantage

The school must carefully consider the cost of making such adjustments and the potential impact on other children to ascertain whether an adjustment is reasonable.

Our Accessibility Plan can be accessed on request through the school office or via the school website.

### **Transition: Preparing for the next step**

Transition is a part of life for all learners. This can be transition to a new class in school, having a new teacher or moving on to another school. St Augustine's is committed to working in partnership with children, families and other providers to ensure positive transitions occur. Planning for transition is a part of our provision for all learners with SEN. The SENDCo liaises closely with the local secondary schools our children transfer to.

When moving classes in school, information will be passed on to the new class teacher in advance and a 'handover' planning meeting will take place.

Many children will have their transition supported by a 'social story' shared in school and at home.

In Year 6 the SENDCo will discuss the specific needs of individual children with the SENDCo of their secondary school, as appropriate. Where possible, children will visit their new school on several occasions. This is especially true for some of our children with Special Educational Needs. In some cases, staff from the new school will visit the children in our school.

### **Have your say**

St Augustine's Catholic Primary School has for two centuries been part of the history of the village Old Costessey. All of us can shape and develop future provision for our learners ensuring achievement for all. This SEN report outlines our annual offer to learners with SEN but, to be effective it needs the views of our school community:

- ✓ parents/carers,
- ✓ learners
- ✓ governors and staff

We hold regular meetings to discuss SEND provision but are always willing to listen to feedback.

### **Arrangements for Handling Complaints**

If you are not happy with the provision made for your child, you should:

1. Find out more about whether your concerns are justified
  - ✓ Read the SEND Policy and the SEN Information Report to understand the SEND Policy and how this is implemented.
  - ✓ Refer to the [SEN Support Guidance \(PEASS\)](#)
  - ✓ Refer to the [Local Offer's support webpage](#)
2. Talk about your concerns
  - ✓ With your child's class teacher, the SENDCo or the Headteacher.



- ✓ Seek free impartial advice and support from [Norfolk SEND Partnership](#) who offer an online chat service, a help desk accessed by e mail or telephone, downloadable information booklets or a face to face advice clinic.
- ✓ Contact [KIDS dispute resolution service](#)

If then you feel that issues have still not been resolved to your satisfaction, please follow the 'Complaints Procedure' detailed on the school website.

### **Links**

[Norfolk Education - Local Offer](#)

[Norfolk SENDIASS- Information and Advice Support Service](#)

[Norfolk SEN Network](#)

[SENSational Families](#)

[Special Needs Jungle](#)

[ASD Helping Hands](#)

[Autism Anglia](#)

[Just One Norfolk](#)



Further information about support services can be obtained from the SENDCo.

## Glossary of Terms

<b>Autism or ASD:</b>	Autistic Spectrum Disorder is a lifelong condition which is characterised by behaviours showing difficulties in communication and social interaction with others. This must be diagnosed by an NHS Paediatrician.
<b>CAMHS:</b>	Child and Adult Mental Health Service – An NHS partner
<b>CEPP:</b>	Child Educational Psychology Practice- A private company
<b>Cognition:</b>	The brain function we need to understand and process information in different ways
<b>CPOMs:</b>	School safeguarding record keeping system.
<b>DSL:</b>	Designated Safeguarding Lead- senior teacher trained to promptly act on any concerns about a child’s wellbeing or safety
<b>Dyslexia:</b>	A lifelong learning difficulty in any area of reading, spelling or writing, memory, processing information. Some or all difficulties are present.
<b>EHCP:</b>	Education, Health & Care Plan- for those children with complex or high needs who require continuous specialist support to help them make progress. This is awarded after a needs assessment is completed by an EP through the Local Authority and is reviewed annually.
<b>EPSS:</b>	Educational Psychology Support Services- local service of specialist staff who provide EPs and other specialists for EHCP process. Some work with schools on projects. Schools can commission their services in school if required through a referral process.
<b>ISLTS:</b>	Independent Speech and Language Therapy Services- local service
<b>LAC:</b>	Looked After Children- those who are cared for by the Local Authority either by a Court Order or by a voluntary agreement, overseen Norfolk’s Virtual School and Social Care professionals.
<b>Local Offer:</b>	A website providing information for children and young people with special educational needs or disabilities (SEND) and their parents or carers in a single place- for Education, Health and Social Care.
<b>Mainstream:</b>	main, non-independent or non-specialist (schools).
<b>MAT:</b>	Multi Academy Trust- a group of schools who work strategically together to provide a high standard of education.
<b>MTW:</b>	More Than Words- a local company of Speech and Language Therapists
<b>One-Page Profile:</b>	used in schools to document pupils’ views about their learning, their progress and their wishes for the future.
<b>PEASS:</b>	‘Provision Expected At SEN Support’ guidance for Norfolk schools to help teachers to decide on provision of SEN Support in schools.
<b>SATs:</b>	Statutory Attainment Tests taken by most children in Year 2 and Year 6.
<b>SEND:</b>	Special Educational Needs and Disabilities.
<b>SENDCo/SENCO:</b>	A Special Educational Needs and Disability Coordinator.
<b>SIR:</b>	SEN Information Report.
<b>SLST:</b>	Specialist Learning Support Teacher
<b>WNDSSP:</b>	West Norwich and Dereham School Sports Partnership.



## Appendix 1

### St Augustine's Catholic Primary School Provision Map for our pupils with SEND

The information below outlines the practice and range of support offered across the school in each area of need. Support is always tailored to the needs in an individual class or for an individual pupil and the offering in each class will reflect this and may change accordingly.

In line with the SEN-D Code of Practice 2015 we have a Quality First Teaching (QFT) approach to teaching and learning within the four areas of SEND needs below. If your child requires support in addition to these strategies, they may receive the SEN Support listed below.

**Please note some professional services listed below in Wave 3 support are part of the [Norfolk Local Offer](#) and some are part of the annually agreed SEN services contracts within our Multi Academy Trust.**

COGNITION AND LEARNING NEEDS	
QUALITY FIRST TEACHING STRATEGIES	SEN SUPPORT
<p><b>Wave 1</b></p> <p>High expectations of children and appropriate challenge for all.            Clear learning objectives and differentiated outcomes, clear instructions.            Clear feedback and next steps in their learning with pink and green markers. Children involved in the process and given time to respond.            Chunking and simplifying instructions            Key words on whiteboard            Learning walls to support key learning points            Talk time            Multisensory Dyslexia friendly teaching adjustments in class            Learning in small chunks            Word mats            Mindmaps by Buzan</p>	<p><b>Wave 2</b></p> <p>Word banks            Writing frames            Word building and high frequency word recognition and spelling support sessions.            Numicon and concrete Maths activities with manipulatives            Maths ability groups or classes.            In class support from a TA            Additional one to one reading            Memory Skills- Memory Magic games</p> <p><b>Wave 3</b></p> <p>follow up Phonics sessions            IDL Literacy, IDL Numeracy            Precision teaching for reading, Phonics, spelling and Maths            Phase 5 and 6 reading and spelling revision groups e.g. Dandelion Phonics graded levels; Project Code X.            Reading comprehension skills support groups</p>

	<p>Toe By Toe  Plus 1 Maths Coaching  IDL Literacy and Numeracy Tracking programme  Literacy Assessment  Salford Reading Test and Comprehension Test  Single Word Spelling Test standardised test  S2S support (specialist teacher support)  Referrals to Educational Psychologist  Referrals to Dyslexia Outreach Service  Cognition and Learning SRB Outreach Support</p>
<b>COMMUNICATION AND INTERACTION NEEDS</b>	
<b>QUALITY FIRST TEACHING STRATEGIES</b>	<b>SEN SUPPORT</b>
<p><b>Wave 1</b>  Differentiated curriculum planning  Visual timetables  Visual Aids/modelling  ‘Now-Next’ boards  Clear routines and preparation if they are to be changed</p>	<p><b>Wave 2</b>  Wellcomm Screening Tool and intervention  Speech Sounds check</p> <p><b>Wave 3</b>  Children’s and Young People’s Health Services: Just One Number for Health and development advice  Pre- learning of key vocabulary with visuals  KS1 Talk Boost  One to one or group target speaking and listening sessions with ELKLAN specialist TA  Speech and Language Therapist support- CCS or privately commissioned, for receptive, expressive language and speech sounds support  Referrals to Educational Psychology Service  Referrals to services for NICE approved ADOS (Autism) assessments via private OT service  Supporting evidence for referrals to Health pathways via GP and NDS Paediatric services</p>

**SOCIAL, EMOTIONAL AND MENTAL HEALTH NEEDS**

**QUALITY FIRST TEACHING STRATEGIES**

**SEN SUPPORT**

**Wave 1**

Whole School Behaviour Policy  
 Reward system with team points and praise certificates  
 Chunking of tasks  
 Consistent and scripted responses for all staff  
 Regular home-school contact- updates between parent and teacher

**Wave 2**

‘Socially Speaking’ Social Skills teaching/support  
 One to one nurture sessions or ELSA for self esteem building  
 Individual reward system  
 ‘Feelings Detective’ CBT Programme  
 Point 1 support now called ‘Sunshine Smilers’  
 PSA support

**Wave 3**

Educational or Clinical Psychologist Assessment  
 S2S Support from specialist teachers  
 Positive Behaviour Plan  
 Individualised timetable  
 Therapy e.g. CBT, Art, Play, Music support  
 CAMHS or other mental health support  
 Boxall Profile Online screening  
 School Inclusion Team advice and support  
 SEMH SRB Outreach support  
 Transition work

**PHYSICAL AND SENSORY NEEDS**

**QUALITY FIRST TEACHING STRATEGIES**

**SEN SUPPORT**

**Wave 1**

Flexible teaching arrangements  
Staff awareness of physical limitations and accessibility needs  
Availability of teaching resources e.g: writing slopes, ergonomically designed handwriting pens, pencil grips, adapted scissors, cushions and stools

**Wave 2**

Reasonable adjustments to support accessibility  
Fine and gross motor skills support tasks

**Wave 3**

Access Through Technology Support  
Occupational Therapy Support- motor skills, sensory processing difficulties  
TA support during PE or Games activities  
Sensory Circuit session with SENDCo or TA in the hall  
Sensory Integration Therapy assessment via specialist private OT service  
Adapted cutlery and dietary provision at lunchtimes with support if needed.  
Coloured Overlays as advised by a colorimetry specialist optician