St Augustine's Catholic Primary School

SEN Information Report 2026-27

Part of the Norfolk Local Offer for learners with SEN
https://www.norfolk.gov.uk/children-and-families/send-local-offer

Updated and Checked Annually
Date Published: October 2026 **Date Reviewed:** October 2027

Contents

Introduction and School Contacts 3
Key Updates since 2025-26 3
How we identify SEN..... 4
Areas of Need 5
Primary areas of need in our school (November 2024)..... 5
Our curriculum and approach to teaching learners with SEN 5
SEN Profile by Year Group – November 2024 6
Gender of Pupils on school's SEN record 6
What if I think my child may have special educational needs? 6
What we do to support learners with SEN at St Augustine's 6
Staff Training, Expertise and Qualifications..... 8
Whole School SEND Quality Assurance 11
External Advice and Support..... 11
How do we find out if this support is effective? 13
Other opportunities for learning..... 14
Safeguarding Children with SEN..... 14
Funding for SEN 14
SEN and Disability..... 15
School Admissions 15
Facilities..... 16
Reasonable Adjustments 16
Transition: Preparing for the next step 16
Have your say 17
Arrangements for Handling Complaints 18
Links 18
Glossary of Terms 19
Appendix 1 20

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

Miss Niamh Costello SEND Assistant

Mrs Ellie Wright and Mr Josh Hallam SEND Governors

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

Ms Rowena Cove Parent Support Advisor

Contact can be made through the school office or website.
office@st-augustines.norfolk.sch.uk
https://st-augustines.norfolk.sch.uk

Key Updates since 2025-26

- The SEN Information Report reviewed.
- Recent SEN related staff training added.
- School SEN data updated.

How we identify SEN

At different times in their school education, 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 (*PROVISIONAL* September 2026)

	Primary Area of Need			
	Communication and Interaction (including autism)	**Cognition and Learning**	**Social, Emotional and Mental Health**	**Sensory and/or Physical**
Number of pupils 65	22	19	16	8
Number of EHCPs 11	7	0	3	1
Number of possible new EHCP requests in 2026-27	1	0	1	2

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, 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 – *PROVISIONAL SEPTEMBER 2026*

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	0	0	0	0	**0**	**0**	**0**	**0**	**0**	**0**
Rec	4	0	0	1	**3**	**7.5%**	**1**	**2.5%**	**4**	**10%**
1	4	0	0	2	**5**	**11%**	**1**	**2%**	**6**	**13%**
2	6	2	4	0	**9**	**24%**	**4**	**10%**	**13**	**34%**
3	3	2	3	2	**10**	**23%**	**0**	**0%**	**10**	**23%**
4	3	6	1	0	**9**	**20%**	**1**	**3%**	**10**	**23%**
5	2	4	4	1	**10**	**23%**	**1**	**3%**	**11**	**26%**
6	0	5	4	2	**8**	**18%**	**3**	**6%**	**11**	**24%**
Total	**22**	**19**	**16**	**8**	**54**	**17%**	**11**	**3%**	**65**	**20%**

Nov 2023 total SEND = 56 **Nov 2024 total SEND = 56** **Nov 2025 total SEND = 63** **Sept 2026 total SEND = 65**

Gender of Pupils on school's SEN record – September 2026

	Total Number of Boys	Total Number of Girls
SEN Support	**34**	**20**
EHCP	**5**	**6**

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 and promote independent learning; this usually includes tailoring the learning to individual children using:

- Visual timetables
- Writing frames – to guide the leaner through the task
- IPad, 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, 'chewellry', manipulatives
- Dyslexia friendly teaching and learning strategies – such as multisensory teaching methods and alternative forms of recording
- Adult support and intervention – for children with higher needs, 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 wellbeing sessions with a key support adult.

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 Pupil Passport 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 Pupil Passports, 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 and understood the SEND Code of Practice Guidance for Schools. We are very fortunate to have a SENDCo in school full time and one teacher who assists the SENDCo with strategical improvements. The SENDCo is an experienced class teacher, SLT member, DSL, Attendance Lead and trained Early Help Lead Worker. 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 2024-26, this training included:

- Steps Behaviour Management updates for all staff.
- Step On Lead Professional Update for SEND Assistant and some staff.
- Precision Teaching for all staff
- TEACCH approach (ASD)- for all staff in EYFS and KS1
- SENDCo attended twilight update on high needs funding requests
- Trust led training sessions on adaptive teaching method- flexible grouping- continued from the previous year.
- Teacher Learning Communities- in house colleague observation and coaching work focusing on teacher questioning to engage SEND learners.
- Pupil specific training for staff on Attention Autism and Blanks Levels 1-2.
- Effective Use of TAs training in the Trust attended by the Headteacher.
- AET's Awareness of Autism – online twilight training attended by two TAs.

In 2024-25 our Trust had a collaboration with 'VNET' to provide training to all Trust school staff across the year, on inclusive teaching practices.

In 2025-26 our Trust has appointed an independent SEND Consultant to work with the network of SENDCos across all schools in the Trust.

The school's SEND Assistant has completed training offered by Norfolk SEND Advisory Team: 'Norfolk SENCo Now' to help develop her skills for her role in supporting the SENDCo.

The SEND Assistant's main aims are:

1. to support the SENDCo in ensuring that LSPs are good quality across the school and that support is well matched to the child's needs, it is delivered and its impact checked. To update ongoing records and to inform new provision planning.
2. To ensure all teachers are signposted to resources to support all children with main needs in learning and cognition.
3. To regularly update parents with SENDIASS or other local offer news.

4. Work with the SENDCo strategically to ensure we are always working to improve what we offer.

Qualification or Training	**Date Awarded**
Emergency First Aid at Work including anaphylaxis emergency care	September 2026
Step On handling update for staff	September 2026
Step On Lead Professional Update	November 2025
Step On Training for all staff	July 2025 + November 2025
Precision Teaching for all staff	January 2025
SALT strategies for pupils with early communication or high needs SLCN in EYFS.	November 2024
Awareness of Epilepsy – Epilepsy Action: EYFS Team	Sept 2024
New SENCO Now -completion by SEND Assistant	July 2023
SEND Diploma – TA in EYFS	May 2023
Mental Health First Aider x 2	February 2021
National SENCO Award	January 2019

Throughout the previous academic year, all teaching staff completed a Trust wide programme of training on Inclusive Teaching Practices, to support teachers in providing adaptive teaching methods to introduce into classes.

We have compiled a SEND Implementation Plan for our school overseen by our Trust. This sets out short, medium and long-term plans for areas of focused improvement within the Trust's inclusion Principles and how to deploy TA support effectively within the classroom.

Whole School SEND Quality Assurance

We are always looking to improve what we do. Whenever possible, the SENDCo sets out a 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 Headteacher and the Assistant Headteacher. 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 key areas of 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.

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. This is time to share new resources or progress of SENDCo work required by the LA. 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 their 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.
- The Norfolk Healthy Child Programme- Just One Norfolk.
- The SEND and Inclusion Link Advisors via the helpline number at Norfolk LA or via the termly 'Team Around the School' (TAS) meeting.
- Signposting families to local and national organisations and charities that provide support or advice within the home.

We also continue a good partnership with Dyslexia Outreach Service via a Trust Subscription; with CEPP who can now provide our school with access to various professionals such as EPs, OTs, or Specialist Teachers via a school service level agreement by mutual consent. We can offer Play Therapy or Speech and Language Therapy by referral to private providers who have long associations with our school. Group referrals to our area's School Community Team can also be considered for a range of other bespoke interventions e.g. in learning, emotional resilience, working memory or lego therapy.

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) or other outreach specialists.

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. The SENDCo keeps a track record of Salford Reading Test results of some children who need support with reading or comprehension. Teachers and the SENDCo monitor termly assessment results in the core subjects. Phase Leaders meet termly with school leaders including the SENDCo discuss pupil progress of cohorts and teachers meet parents at two termly parent consultations and one Learning Support Plan Review Meeting to discuss individual pupil progress. One-Page Profiles are reviewed termly, or more frequently if needed and are part of the discussion at the LSP Review.

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

If a learner has an Education Health and Care Plan, termly review conversations take place, and the SENDCo will formally review the EHC Plan 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 such as outdoor education residential trips and attendance at the local church Masses. At St Augustine's we offer some additional clubs and activities in school. All learners have the same opportunity to access breakfast club, after school club and extra-curricular 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 forums e.g. School Council, 'Mini Vinnies' Eco Warriors Committee 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 each September to be aware of the increased safeguarding risks for children with SEND. All staff are highly vigilant to risk and diligent in reporting concerns via a secure electronic logging and monitoring system called CPOMs.

In our school, 47.6% of our children speak English as an additional language. We celebrate and welcome diversity and different cultures and backgrounds through our RE, PHSE and Assembly and Worship programmes. We follow 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 school census count and can request additional funding directly from the Local Authority to support the most complex needs of learners with SEN. Additional 'high needs' (Element 3 – E3) 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 evidence or reports by outside professionals. The Local Authority decides 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. Should we welcome a child into our Nursery or Reception classes who is in receipt of the DLA and requires additional equipment, we would seek to apply for funding from the DAF. See here for further information.

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 their 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 school'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, pupil information held securely on 'Edukey Provision Map' will be accessible to the new class teacher and a 'handover' planning meeting will take place.

Some 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. In some cases, staff from the new school will visit the children in our school.

Our current Y6 cohort has 20% of 44 children identified has having SEND so our transition work is key this academic year.

In May 2026, Norwich area School Community Teams staff are expected to see a group of Y6 pupils with SEND to work on a 6-session transition programme. The SENDCo has good links with the locality Team Leader to plan how our pupils can benefit from this team's main work in transition.

Some Y6 pupils may be considered for TITAN independent travel training to prepare for use of public transport to secondary school.

Have your say

St Augustine's Catholic Primary School has, for over two centuries, been part of the history of the village of 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 email 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
Family Action
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

Autism or ASD:	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 or qualified clinician following NICE guidelines.
CAMHS:	Child and Adult Mental Health Service – An NHS partner
CEPP:	Child Educational Psychology Practice- A private company based in Norwich
Cognition:	The brain function we need to understand and process information in different ways
CPOMs:	School safeguarding record keeping system managed by three DSLs. All staff can add reports.
DSL:	Designated Safeguarding Lead- senior teacher trained to promptly act on any concerns about a child's wellbeing or safety
Dyslexia:	A lifelong learning difficulty in any area of reading, spelling or writing, memory, processing information. Some or all difficulties are present.
EHCP:	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. An EHCP Coordinator attends review meetings in Reception, Year 2 and Year 6 to ensure pupils make good progress against the EHCP outcomes.
EPSS:	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.
INDES:	Individual Needs Descriptors in Educational Settings- statements selected are sent to the LA who hold data confidentially to compile accurate picture of needs in Norfolk
ISLTS:	Independent Speech and Language Therapy Services- local private team of therapists
LAC:	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.
Local Offer:	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.
Mainstream:	main, non-independent or non-specialist (schools). Teachers have classes of up to 30 children.
MAT:	Multi Academy Trust- a group of schools who work strategically together to provide a high standard of education.
One-Page Profile:	used in schools to document pupils' views about their learning, their progress and their wishes for the future.
PEASS:	'Provision Expected At SEN Support' guidance for Norfolk schools to help teachers to decide on provision of SEN Support in schools.
SATs:	Statutory Attainment Tests taken by most children in Year 2 and Year 6.
SEND:	Special Educational Needs and Disabilities.
SENDCo/SENCO:	A Special Educational Needs and Disability Coordinator. All schools must have an experienced teacher assigned to this role.
SIR:	SEN Information Report.
SLST:	Specialist Learning Support Teacher
TAS Meeting :	A termly meeting attended by specialist advisors to provide advice to SENDCo on any matter related to whole school or specific pupil SEND.
WNDSSP:	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**
Wave 1 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	**Wave 2** Scaffolding strategies e.g. Word banks, Writing frames, dual coded support-widgits to view 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 Phase based TA- timetabled by Phase Lead Teachers Additional one to one reading **Wave 3** Follow up Phonics sessions or KS1 Phonics Intervention 'Keep Up' sessions – 'Word Club' ATT referral- provision of technology and software for specific pupil needs IDL Literacy, Phase 5 and 6 reading and spelling revision groups e.g. Dandelion Phonics graded levels. Reading comprehension skills support groups IDL Literacy Tracking programme

	Literacy Assessment Salford Reading Test and Comprehension Test Single Word Spelling Test standardised Test British Vocabulary Picture Scales -BVPS III S2S support (specialist school teacher support) Referrals to the Educational Psychologist Referrals to Dyslexia Outreach Service Cognition and Learning SRB Outreach Support
COMMUNICATION AND INTERACTION NEEDS	
QUALITY FIRST TEACHING STRATEGIES	**SEN SUPPORT**
Wave 1 Differentiated curriculum planning Visual timetables Visual Aids/modelling 'Now-Next' boards Clear routines and preparation if they are to be changed	**Wave 2** Wellcomm Screening Tool and intervention Speech Sounds checks **Wave 3** Children's and Young People's Health Services: Just One Number for Health and development advice Pre- learning of key vocabulary with visuals Speech and Language Therapist support- CCS or privately commissioned, for receptive, expressive language and speech sounds support:- • Core Boards • Intensive Interaction • Attention Autism- 'Bucket Time' • Curiosity Bag • Blanks Levels Referrals to the Educational Psychologist Referrals to services for NICE approved ADOS (Autism) screeners via private providers Supporting evidence for referrals to Health pathways via GP 'Right To Choose' and NDS Paediatric services

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 IDL Wellbeing- online self-help programme. Group wellbeing sessions outside providers. Norfolk and Waveney's Advice, Support and Access: Children and Young Peoples' Mental Health Services/Supporting Smiles via Just One Norfolk. PSA support **Wave 3** Educational or Clinical Psychologist Assessment S2S Support from specialist teachers Positive Behaviour Plan Individualised timetable Therapy e.g. Therapeutic Art Support, Play (referral to visiting therapist), 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 an adult in the hall Sensory breaks in the class or phase areas. 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