



## **SEND Information Report Q&A**





Question	Answer
<b>What kinds of difficulties does St. Augustine's Primary School provide for and support?</b>	We support a number of children with a variety of learning difficulties. The range includes Autism, ADHD, Dyslexia, speech & language, emotional and social, as well as sensory issues. Our school building is fully accessible for children and adults with disabilities.
<b>Who are the best people to talk to in the school if I want to find out more about how the school supports children with SEND?</b>	<p>The Head teacher, Miss McDonald, has overall responsibility for ensuring all children's needs are met.</p> <p>The Inclusion Leader/SENCO, Mrs Morgan, has responsibility for coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEN Policy to make sure all children get a consistent, high quality response to meeting their needs in school. If you need to contact the SENCO, please email <a href="mailto:jmorgan@st-augustines.coventry.sch.uk">jmorgan@st-augustines.coventry.sch.uk</a> or ring the school on 02476 586988 to make an appointment.</p> <p>The SEN link governor is responsible for monitoring the effectiveness of the SEN provision in school. If you need to contact the Governor, please email the school on <a href="mailto:admin@st-augustines.coventry.sch.uk">admin@st-augustines.coventry.sch.uk</a> or ring the school on 02476 586988 to make an appointment.</p>
<b>How will I know if my child is receiving SEND (Special Educational Needs and Disability) support? What are the processes the school follows?</b>	All children are entitled to first quality teaching. If your child is not making the expected progress, the school will provide additional targeted support to fill the gaps in their learning. However, if your child continues to fall behind, parents will be contacted in the first instance and the school will seek parental consent in order to request a learning assessment or make a referral to the appropriate agency in order to establish if there is a specific learning difficulty or need.
<b>How are parents involved in the process and support of their children's learning?</b>	From September 2014, any parent of a child on the SEN register will be invited to an SEN review/Structured Conversation meeting three times a year, to discuss concerns, review targets set and share the progress their child has made. Parents can also contact the school Admin or SENCO who may then arrange for another meeting to discuss any concerns in more detail. The SENCO and/or Learning Mentor will meet with parents on request to support where necessary.
<b>How are children involved in the process and support of their learning?</b>	Children's views are included as part of the SEND review meetings. Children can also discuss their concerns with any member of staff who they feel comfortable speaking with. Following this, staff then follow the procedures for identification of children who may require additional support.
<b>How does the school review progress towards outcomes and the effectiveness of its provision?</b>	<p>We have a robust system of reviewing provision each term. These include:</p> <ul style="list-style-type: none"> <li>• Pupil Progress Meetings – staff meet with the Senior Leadership Team to discuss progress against targets.</li> <li>• Learning Conversations, Pupil Voice, Work Scrutiny, Learning Walks – members of the leadership team look at work as well as teaching and learning to monitor progress over time.</li> <li>• Data is collected and monitored to show progress over time.</li> </ul>



<b>Question</b>	<b>Answer</b>
<b>How are the teachers and support staff helped to support children with SEND and what training have they had?</b>	The Inclusion Leader/SENCO identify areas for In-Service training with the Head Teacher and this will form part of staff training. We offer staff the opportunity to train on specific disorders and/or disabilities of children within their care at school and through agencies delivering specialist training. To support appropriate differentiation and ensuring the needs of each child are met, staff also receive training on specific areas linked to children's SEND needs in their class e.g. Autism, speech and language.
<b>How does St. Augustine's support pupils' emotional and social development?</b>	We seek to be an inclusive school by using the SEND review procedures to identify any barriers in the way of the pupil and plan appropriate support to ensure that all pupils have appropriate learning targets which are challenging. The leadership team encourages all teachers to plan lessons including a variety of learning styles and to make provision for SEND within routine class arrangements wherever possible e.g. through the use of visual timetables, word banks etc. Pupils with SEND are encouraged to work with other pupils; we support their social and emotional skills through PSHE and Emotional Wellbeing activities. For children with specific social, mental or emotional health difficulties, we work with the Local Authority Educational Psychology Service and CAMHS. We also buy into the counselling support.
<b>How does the school support my child when they move into their next class or go to Secondary school?</b>	When pupils move into a new class, all information; including progress data is passed onto the new class teacher. Pupils also spend time with their new class teacher as part of the transition process. When pupils leave the school, we ensure children and parents are well supported through: <ul style="list-style-type: none"> <li>• Passing on information about the pupil's educational history to any receiving school.</li> <li>• Encouraging parents of children with SEN to visit as many schools as possible to discuss their child's needs with the SENCO.</li> <li>• Holding review meetings where necessary with the receiving schools Inclusion Leader/SENCO to pass SEN information and details of strategies used and arrangements made.</li> <li>• Inviting the Inclusion Leader/SENCO of the receiving school to year 6 annual reviews for children with an Educational Health Care Plan.</li> <li>• Completing other transfer documentation as required.</li> </ul>
<b>What happens if my child needs specialist support or other facilities/equipment?</b>	It is the school's duty to provide aids and services. The Local Authority provides specialist equipment when prescribed by a health specialist, the school can support in arranging this equipment. The school works in liaison with a variety of specialist agencies such as: Complex Communication Team, SEMH&L, CAMHS, Educational Psychology Service, Early Years Support, School Nursing Service, etc.
<b>Who should I approach if I am unhappy with my child's SEND provision?</b>	If you are not happy with your child's learning and/or progress your first step should be to talk directly to the Class Teacher or alternatively you could speak to the Learning Mentor or SENCO. If your concerns are not resolved by the teacher, Learning Mentor or SENCO, you can ask for a meeting with the Head teacher. If this still does not resolve your complaint you can contact the Chair of Governors. See MAC Policy: <a href="https://www.sta.hccmac.co.uk/search/default.asp?pid=0">https://www.sta.hccmac.co.uk/search/default.asp?pid=0</a>



<b>Question</b>	<b>Answer</b>
<b>Where can I find information about the schools' SEND policy?</b>	Our SEND policy will give you the information you need about how we make provision for all pupils with SEN. Please ask at the school office for a copy of the school's policy on SEN or click on the link on the website. If you would like to discuss our SEN provision or find out more, please contact our Inclusion Leader/ SENCO.