



St Augustine's SEND information Report 2025

At St Augustine's Primary School, children can be identified as having SEND (Special Educational Needs and Disabilities) in several ways:

- Liaison with parents/carers before a child starts school.
- Notification from previous setting (nursery/school).
- Notification from relevant agencies or health professionals involved with the child.
- Daily assessments in class.
- Termly reviews of the child's attainment and progress.
- Concerns raised by parents, the child or other adults in school.
- An indication that the child's behaviour is beginning to affect his/her performance or well-being e.g. frequent lunchtime incidents reported on the school's pupil management information system (Arbor).

How can parents raise concerns?

At St Augustine's, we operate an open-door policy so in the first instance, please speak to your child's class teacher. Alternatively, you can arrange to speak to our school SENDCO (Special Educational Needs Coordinator), Mrs Garland. A member of the school office team will be happy to make an appointment for you.

How will my child be involved in the process and be able to contribute their views?

We feel it is very important for your child to be involved in target setting and to tell us how they feel about school and learning. Once any child has been placed on the SEND register, parents will be informed and invited to attend a 'Target Setting Meeting' with the class teacher to discuss how your child is getting on and what relevant targets we all feel they should be working towards each term, both in school and at home. When possible, we ask the child to be present for at least part of these meetings to ensure they understand that we are all working together and know their own targets. We may ask them to fill in a questionnaire before the meeting, with an adult at school if necessary, which helps to lead the discussion. They will also be involved in subsequent review meetings where progress against current targets is reviewed and new targets are set; these happen at least three times per year.



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How will the curriculum be matched to my child's needs?

St Augustine's prides itself on its 'Quality First Teaching' which we deliver to all children in all classrooms. This includes a curriculum which is fun, relevant, and accessible to all through differentiation and scaffolding which we aim to deliver in the most inclusive way possible. However, if your child has SEND, they require support that is 'additional to and different from' the rest of the class and staff will use a range of strategies to support their learning and progress. These include:

- Using alternative methods of recording such as an adult scribing, the use of ICT, the use of writing slopes.
- The use of coloured paper for working and overlays for reading.
- Small group or 1:1 support for some focussed intervention activities, both in and out of the classroom.
- Giving children extra visual aids such as visual timetables and checklists
- Providing pre-learning and consolidation time to ensure children grasp and embed new concepts.
- Scaffolding – children will have their own toolkits of supports and prompts that they can use independently /with adult help to support their learning
- Different seating positions for engagement and focus.
- Calming and fidget aids such as fidget toys, wobble cushions, wobble chairs and weighted blankets.
- Attending Sensory Circuits every morning to prepare them for the day ahead.
- Opportunities for movement and brain breaks
- Individual reward systems.
- Individualised learning objectives and outcomes where necessary, based on the small steps needed for them to reach their potential.
- More regular assessments of their smaller steps of learning and progress.
- Special arrangements when taking tests or being assessed e.g. rest breaks.

What opportunities will there be for me to discuss my child's attainment and achievement? How will I know how well my child is progressing?

It is very important to us that you feel well-supported and informed and in the first instance, your child's class teacher and TA will keep you regularly informed of your child's progress in a range of ways. These include:

- General teacher feedback before and after school.



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- Home/school communication in their Homework Diary or on Seesaw.
- Target set meetings and all relevant SEND paperwork.
- SEND Parent consultations.
- Assessment or observation feedback from school or an outside agency (SENDCO may also be present).
- Annual reports.

If you wish to have a longer meeting with your child's class teacher, please contact them either by phone or face-to-face to make an appointment for an appropriate time. To make an appointment with a SENDCO please contact the school office.

How does the school know how well my child is doing?

We carefully track and moderate the progress of every child in school to ensure they are fulfilling their potential, and our teachers and TAs are extremely skilled at assessing your child on a day to day basis. Within lessons, teachers will regularly ask your child to reflect on their understanding using range of self-assessment strategies which not only allows the teacher to see where extra immediate support is needed, but also shows your child very quickly that they are making progress and where they need help.

We also carry out more formal termly assessments which inform our data; teachers use this data to plan extra intervention sessions, inform groupings within the class and target those children who need extra support or extension.

Children with SEND may also need extra assessments to identify specific areas that need support. These may be done in school by our trained staff or by outside agencies. You will always be informed of the results and how we are using them to help your child in school and how you can help at home.

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

All year groups attend day trips throughout the year and in Year 6, a short residential trip is offered. Full risk assessments are carried out for any outdoor education opportunity and any specific need will be considered and planned for. Staff may meet with parents of children who need additional support to ensure that provision is suitable.



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All children have an equal right to attend after-school clubs providing the health and safety of all children is not compromised. For clubs with limited places there will be a deadline for completed reply slips and the relevant number will be selected randomly.

How accessible is the school environment?

Our site is accessible for all children and their families, and all classrooms are chosen and adapted where necessary to cater for any specific needs and disabilities, wherever possible. All areas of the school can be accessed through ramps and a stair lift and there is a disabled toilet. We also have a hygiene suite with a shower.

If needed, a specific risk assessment will be done for individuals to address the accessibility of the school for that child and their needs. A resulting Care Plan would be written which would be reviewed as necessary.

How will the school prepare and support my child to join the school?

Our Early Years Foundation Stage Team have excellent links with our feeder pre-schools and nurseries. Our Head of EYFS, Miss Darby, visits the nurseries to talk to staff and meet the children prior to them joining us; she will discuss any SEND or behavioural needs at these visits and plan for any extra transition which may be needed. The teacher and TAs then visit the children in their homes to meet them and their parents before they start school. Miss Darby or Mrs Garland will attend any necessary SEND meetings in the summer term if required. All new Early Years Foundation Stage children are invited to attend taster days. There is also a 'Curriculum Event' at the start of the autumn term to inform all parents about the learning and expectations for the coming year.

Children who join us from other settings follow an induction programme which includes a meeting for the parents and child with the child's new class teacher, a settling in checklist to ensure your child has everything they need to quickly feel a part of their new class, along with any assessments that need to be carried out so that we know exactly what your child needs to progress. A 'Joiner's Form' is sent to your child's previous school to gather all relevant information; any SEND information will be passed to both our SENDCO and your child's class teacher to action an initial SEND meeting.

Information from previous settings for all children, including SEND and medical information, will be used to inform planning. Extra transition may be planned if a need is identified.



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How will the school prepare and support my child to transfer to a new setting/school?

If children leave us prior to Year 6, Mrs Oliver will on request from the destination school or county council, complete a Leaver's Form with all relevant information. The school also sends all the child's exercise books and SEND information to the destination school. If necessary, a SEND transition meeting is arranged to pass on important information about the child along with any key support or management strategies. If deemed necessary, the SENDCO will call the school to speak to the new SENDCO to ensure that they are fully prepared for your child.

All children transferring to secondary school undergo a thorough transition plan including PSHE work to prepare them for the changes and planned visits to the school. If we feel a child may have more difficulty settling into secondary school, we arrange extra visits with a TA and a friend, or with a parent after school. The SENDCO will meet with the SENDCO from the new setting to hand over all relevant information and paperwork and ensure that the school are fully aware of the support they receive with us so that they can prepare accordingly. We will also invite relevant professionals from the secondary setting to attend any final review meetings in the summer term.

How can I be involved in supporting my child?

We hope that all parents will support their child through:

- Regular reading.
- Encouraging them to be organised and independent.
- Encouraging them to complete homework well and on time.
- Supporting them in learning any sounds, key words, spellings, and times tables that are sent home.
- Ensuring you sign up to Arbor and check for letters regularly.

For children with SEND the school will share practical ideas to help at home such as:

- Visual timetables and checklists, which we can help you to create.
- Games and activities to help develop memory and concentration.
- Strategies for improving reading such as paired reading.
- Resources to help your child achieve their targets such as flash cards.
- Advice from outside agencies including the Parent/Carer Forum.



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In addition, we very much welcome parent involvement in our school through:

- Becoming a member of FOSA and supporting their meetings and events.
- Sharing any talents or expertise you may have.
- Joining us to support your child during open afternoons, performances, sports days etc.

Above all, we encourage you to communicate regularly with your child's class teacher and share any information about your child that will help us to ensure all their needs are met. We would also encourage you to download all the relevant apps to help keep you informed about your child e.g. Seesaw (online learning journal), Arbor etc.

What external support is available?

We work closely with external agencies where necessary. The following have supported children at St Augustine's throughout the last year:

Working Together Team (WTT) - Autism support

Behaviour Outreach Support Service (BOSS)

Diabetes Team

Speech and Language

School Nursing Team

Occupational Therapy

Community Paediatrics

Health Visitors

Children's Social Care

Educational Psychologists

Pupil Reintegration Team

Midwifery Team

Safeguarding Teams at local GP's

We are with you – substance abuse support

Safer Lincolnshire

Children's Mental Health Support (CAMHS)

Haemophiliac Nursing Team



Early Help Team
Art Therapist
Counsellor service

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How well do children with SEND achieve at the school?

End of KS2 2024 ATTAINMENT – children achieving the expected or higher

Subject	Reading attainment	Writing attainment	Maths attainment
National	105.2	13	104.4
All pupils	102.0	17	101.7
SEN EHCP	109.0	0	103.0
SEN Support	96.2	0	99.2
Non SEN	105.7	33	103.5
National SEN	No data	No data	No data
Disadvantaged	100.4	14	100.3
National Disadvantaged	106.2	16	105.6

No Progress Data could be reported on due to COVID. Historically our progress data has always outperformed our attainment data showing that previously children have made more progress with us than the National trend. Attainment data does not take into consideration where the children start at on entry.



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Internal Progress Data tracking from EYFS – Year 6 (verified by Ofsted 2025)

Progress from EYFS

- Where EYFS scores were: Emerging – 1, Expected 2, Exceeding 3
- Where SATS scores were given value: WTS – 1, EXS – 2, GDS – 3
- Progress calculated from EYFS to Y6 by subtracting the EYFS score from the KS2 SATS score to give a crude representation of points progress where flat progress is shown as zero.
- For example: emerging in EYFS to WTS in Y6 would create the calculation $1-1 = 0$

	Reading	Maths	Writing
All pupils*	+2	-1	+2
SEND	+1	+1	+1
PP	+2	-2	+2

Outcome summary

- Writing is the strongest
- Progress figures are broadly in line with previous national progress, with writing slightly ahead.
- Pupil Premium pupils had stronger outcomes in literacy than maths with progress in line with non-PP students.
- SEND pupils made accelerated progress in all core subjects

Wellbeing:

We monitor wellbeing closely through our close working relationships with the children and an ethos of kindness and love. Our children know that they have adults to help them and who and where to go if they need support. We also work closely as a school team to identify any children who made need additional support. We also have trained Emotional Support Literacy Assistants (Mrs Garland, Mrs Reeves, Mrs Mason, Mrs Taylor and Miss Bush). The children are all taught the '5 ways to wellbeing' so that they can learn strategies to support them throughout their lives. We also have a number of staff trained as Mental Health First Aiders and Mrs Taylor is now running a Wellbeing Team, with a group of children called 'well-being ambassadors' to peer support anyone that needs it.



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Attendance for children with SEND

All of the pupils identified on our SEND support register have attendance rates closely monitored by class teachers, the school SENCo, Attendance Officer and Head Teacher. Those pupils who have an attendance rate below 95% are supported by the Attendance Officer, SENCo and HT. Persistent absentees have support from external agencies as required.

How can I access support for myself?

It can often be challenging to be a parent of a child with SEND. Sometimes this is because of how the child's differences may present themselves in school, leading to difficulties and frustrations with their work, socially or emotionally. At other times, the child may exhibit those differences at home because of the different environment and expectations, or because they need to let out their emotions due to their school day.

It is important for parents to seek the right kind of support for children from the right person, wherever these differences are presenting themselves.

Staff may signpost you to external agencies or support networks. Parents are encouraged to contact their local Children's Centre and register for the '4ALL' magazine for further local information. Parents may also wish to browse the Lincolnshire Parent Carers Forum website, packed full of courses and networking opportunities and the Lincolnshire Local offer and SEND section of the Lincolnshire Family Services Directory online which can be found at:

<http://search3.openobjects.com/kb5/lincs/fsd/localoffer.page?familychannel=2>

Mrs Garland is also available to help support and offer advice where necessary.



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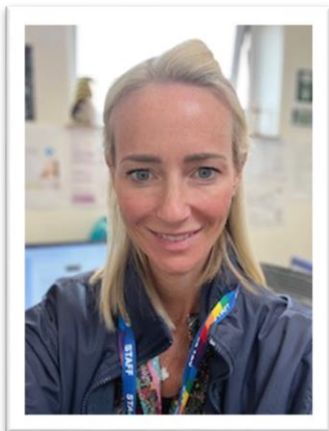
Who can I contact for further information?

In the first instance, your child's class teacher or TA is your first point of contact for any information regarding your child and their progress. For whole school information, please contact the school office on 01780 762094. If you require specific information regarding SEND, Mrs Garland works Monday to Friday. She can be contacted via the school office who will be happy to make an appointment.

If you wish to make a complaint, please follow our complaints policy which can be found on our website.

Meet the Team

SENCO/ DSL
Kat Garland



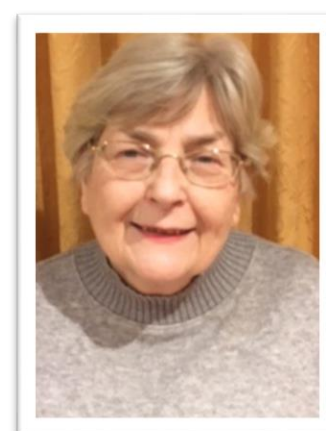
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SEND Governor
Catherine Callow



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LET ALL THAT YOU DO BE DONE *in love*
1 CORINTHIANS 16:14