

# **SEND Information Report**

**September 2025**

**SEND CO-ORDINATOR: Mrs Matthews**

**SEN Governor: Mrs Allread**

The SEND Code of Practice accompanies our school local offer and it can be found on the Department for Education's website:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

## **Introduction**

At Saint Augustine Webster Catholic Voluntary Academy, we believe that all pupils regardless of their specific needs have the opportunity to flourish. We are as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities being met in a mainstream setting wherever possible.

## **Our Whole School Approach**

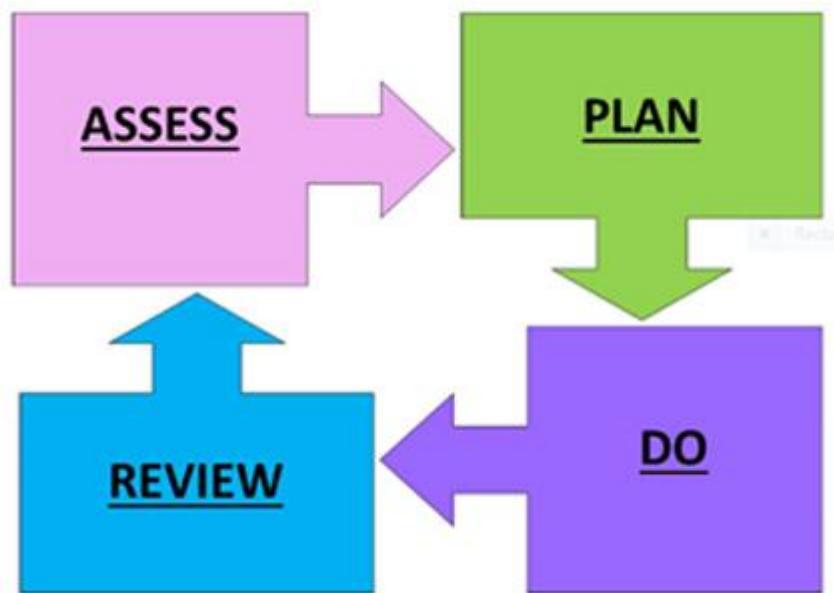
Across the school, from Nursery through to Year Six, all planning is fully adapted to meet the needs of individual children irrespective of their skills base and the level in which they are currently working. This will ensure that all children reach their full potential. The provision and progress for all children is the responsibility of the class teacher. All teachers are responsible for every child in their care, including those with special educational needs.

High quality first teaching and additional "catch-up" intervention is available to all children and adapted to suit the needs of individuals.

At Saint Augustine Webster Catholic Voluntary Academy we have high expectations embedded within our school ethos and aim to provide a personalised approach to learning. We recognise that every teacher is a teacher of SEND and the curriculum delivered in our classrooms is built around retrieval practice and space retrieval practice combined with evidence led teaching that is scaffolded accordingly. The principles of instruction, vocabulary teaching and appropriate learning tasks are universal in school. All staff use and deploy these research facing strategies which align with the EEF's 5 'adaptive teaching' strategies which support improving outcomes for pupils with SEND.

We also believe that all children are entitled to be fully included in all aspects of school life and therefore ensure ALL our learners have access to a broad and balanced, relevant curriculum which meets individual needs whilst allowing them to develop their social skills.

Underpinning ALL our provision in school is the graduated approach cycle of:



We recognise the importance of early identification and assessment. We aim to ensure all children's learning and behaviour difficulties are identified and assessed, and the curriculum is planned to meet their needs.

Parents/carers can access support when they have concerns regarding their child's progress by speaking in the first instance to the class teacher, arranging a meeting with the SEND Co-ordinator, or emailing [admin.saw@northlincs.gov.uk](mailto:admin.saw@northlincs.gov.uk)

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

ASSESS	Initial concerns regarding your child needing extra support will come from the class teacher and be discussed with you. Assessment and monitoring will follow to identify what intervention we need to offer your child to enable them to make progress.
PLAN	In collaboration with the child, parent/carer and other professionals if applicable, targets and support will be identified focusing on the outcomes for the child. Class teachers will plan quality first teaching lessons, including where necessary differentiated resources, to support your child and work closely with support staff in their lessons to ensure your child is able to access the work and make progress.
DO	Within the classroom, your child receives quality first teaching and is supported with targeted activities/interventions over several weeks, which are co-ordinated and assessed, adapted or altered by the class teacher to ensure maximum impact.

REVIEW	Outcomes are reviewed at least termly by the class teacher to ensure support is focused and specific. Termly meetings with the SEND Co-ordinator, class teacher, parent/carer and child are then used to feed into the next cycle of support.
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The class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

## **Graduated Approach**

### **Stage 1: Classroom Based**

A child causes concerns due to poor progress.

**Assess** – Teachers assess the child using assessment tools and the child's viewpoint on their learning. Concerns shared with child's parents/carers.

**Plan** – Quality First Teaching, differentiation and in class/home support.

**Do** – Plans followed through

**Review** – Stage reviewed with child and parents/carers.

### **Stage 2: SENCo involved**

#### **Child registered as SEN Support with permission from parents/carers**

Referred to SENCo if continued lack of progress, despite completing stage 1. SENCo gives support for further interventions and strategies, always involving the child and parent/carers in the assess, plan, do, review cycle.

### **Stage 3: External Agency involved**

Referred to outside agencies for support if continued lack of progress, despite completing Stage 2. The child, family, school and outside agency engaged in the assess, plan, do review cycle.

### **Stage 4: Educational Psychologist involved**

Referred to Educational Psychologist if continued lack of progress after following all recommendations in Stage 3.

### **Stage 5: Education and Health Care Plan**

If continued lack of progress then collaboration between child, parents, school and agencies.

Begin EHCAR Education health and Care plan (EHCO) application.

## **SEND needs:**

Our school currently provides additional and/or different provision for a range of needs including:

Communication and interaction	<p>Children and young people may have a range of difficulties with speech and language, some of which may resolve as the student develops.</p> <p>For some children, such difficulties may be confined to their production of speech. For others, it may be hard to find the right words or to join them together meaningfully in expressive language. They may have problems in communicating through speech and may find it hard to acquire language and express thoughts and ideas. They may experience difficulties or delays in understanding or responding to verbal cues from others, or in understanding and using appropriate language for social interaction.</p> <p>The fact that a child or young person may understand and speak English as an</p>
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	<p>additional language does not in itself constitute a speech and language difficulty. It is important to note, however, that different languages have different structures/phonologies (sound systems) which can sometimes cause initial short-term difficulties.</p>
<p>Cognition and learning</p>	<p>Children and young people may learn at a slower pace than others their age, have difficulty in understanding parts of the curriculum, have difficulties with organisation and memory skills, or have a specific difficulty affecting one particular part of their learning performance such as in literacy or numeracy.</p> <p>“A child or a young person with a Specific Learning Difficulty (SpLD) may have difficulty with one or more aspects of learning. This includes a range of conditions such as dyslexia (difficulties with reading and spelling); dyscalculia (maths); dyspraxia (co-ordination) and dysgraphia (writing).” (2013 SEN Code of Practice)</p>
<p>Social, Emotional and Mental Health</p>	<p>Children and young people have difficulty in managing their relationships with other people, are withdrawn, or if they behave in ways that may hinder their and other children's learning, or that have an impact on their health and wellbeing. Children with emotional difficulties include those who may be withdrawn or isolated, hyperactive and lack concentration; those with immature social skills and those presenting other difficulties arising other complex needs.</p> <p>The social well-being of all our children is very important to us. Our inclusion team includes a full-time learning mentor and part-time pastoral mentor. They help children experiencing difficulties in the classroom environment and provide nurture. There is also the facility for these children to work in a smaller group setting away from the main class, when needed.</p>
<p>Sensory and/or physical needs</p>	<p>Where children and young people have a visual and/or hearing impairments, or a physical need that means they must have additional ongoing support and equipment.</p> <p>We aim to ensure all children can access the school environment fully and strive for inclusion of all children within the capabilities of our school.</p>

We provide children with strategies of self-control to manage their own behaviour and to support their peers. We encourage good behaviour and good choices for all children.

Medicines are administered by a designated member of staff. Where needed a health care plan is put in place in discussion with the child's parent.

As of September 2025, we have 45 children on our SEND register, receiving additional support. This equates to 12.9% of the school population. One child has an Educational Health Care Plan.

We support all children by providing targeted high quality teaching in the first instance. For children facing difficulties and requiring additional support we intervene at the earliest opportunity and any decisions are made in discussions with parent/carers.

Our internal processes for monitoring the quality of provision and assessment include:

Guidance from the SENDCO on identifying children with SEND

Drop ins to ensure high quality first teaching

Review of individual pupil profiles

Pupil progress meetings to discuss all children

Moderation across year groups

### **Consulting with children, young people and their parents/carers**

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

We will formally notify parents when it is decided that a pupil will receive SEN support.

Parent's Evening will provide opportunities to discuss progress and difficulties.

Parents will receive annual reports, detailing progress from the previous academic year for their child.

Termly meetings held with parent/carers; celebrating achievements as well as discussing next steps and desired outcomes.

Pupil profiles for children needing extra support

For pupils with an EHCP annual child centred reviews are held with parents, children and professionals.

All parents/carers can be assured that they will be kept fully informed on how their child is progressing. Communication and a learning partnership between school, parent/carers and children is vital and therefore regular contact is necessary. The class teacher will provide ideas and support parents/carers in supporting their child at home. Additional support can be given through the Inclusion Team.

## **Staff Development**

We are committed to developing the ongoing expertise of all our staff. Relevant training is completed throughout the school year. In the last academic year staff have been trained in:

Quality First Teaching approaches  
SMART target setting  
ADHD friendly classrooms  
The use of effective interventions  
Phonics catch up training  
Emotional Literacy Support Assistant Training  
Sensory Toolkit Training  
SEN and Cusp curriculum training  
Communication and Language Development Training

The designated Special Needs Coordinator is Mrs Matthews. She holds the Post Graduate Certificate in Special Educational Needs (SENCO Award).

## **Staff Deployment**

Considerable thought and planning go into utilising our staff support to ensure all children achieve the best outcomes, gain confidence and are prepared for their future. All classes have at least one TA that is based within the classroom for the morning lessons. Within classes the overall responsibility for targeted and effective support for individual children is the class teacher. This support may take place in and out of the classroom. Some children requiring personalised provision receive additional funding from that within the school budget. These children will have designated TA time.

Within school we have a range of strengths and skills across staff. To support all children fully we may work with the following agencies –

Educational Psychologists  
Speech and Language Therapist  
Autism Spectrum Education Team  
Primary Behaviour Support Team  
Occupational Therapists  
St Luke's Outreach team  
LA Support services – Inclusion, Pastoral and Education Welfare Officer

Some of these services are paid for through a Service Level Agreement with the Local Authority or they are paid direct to the outside agency.

## **The effectiveness of the provision**

Intervention impact is measured to ensure all children make progress. For some where this is very small steps, additional support has been sought from St Luke's for example.

Personalised planning and individual targets also ensure progress is maintained.

## **School Partnerships and Transition.**

School transition plans are in place for all children.

On entry to school this involves:

- Visits to the school for parents/carers and children
- Home visits
- Discussions and visits to professionals involved with the children.

When children leave our school we work closely with the receiving school to ensure a smooth transition. Follow-up meetings/calls take place after transition to ensure the child is settled.

Within school, children with a special educational need are fully prepared for changes, e.g. moving classroom, a new teacher or a new school. At times this may include regular visits, transition books detailing the new school/classroom/teachers to be used at home. This is in addition to the transition procedures we have in place for all children.

## **The Local Offer in North Lincolnshire**

The Local Offer in North Lincolnshire has lots of information for families of children and young people with special educational needs and/or disabilities (SEND). It provides information about education, health and care services, and includes resources, services, support groups, leisure activities, events, training and much more.

### **How the Local Offer can help you**

The Local Offer is for:

- children and young people with special educational needs and / or disabilities (SEND) from 0-25 years
- their parents and carers
- practitioners and professionals

It can help you by:

- making it easier to find out what you need to know
- help you be less dependent on other people
- help you find the nearest and most suitable services
- help you ask the right questions

The Local Offer is not just a directory or list of services. It:

- helps you identify suitable support
- helps inform decisions about resources needed
- gives transparent information about decision making, access and eligibility for services
- is responsive to your needs

The Local Offer can be found on the North Lincolnshire website:

<https://www.northlincs.gov.uk/schools-libraries-and-learning/the-local-offer>

## **Complaints**

See school website for the Complaints procedure.

If parents/carers have any questions or require further information please contact us. If your child currently attends school, please speak to the class teacher. The school's SENDCO is also available for any further discussions you may like to have.

We have received no formal complaints relating to SEND.

Relevant policies underpinning this SEND information report include:

SEND Policy

Equal Opportunities Policy

Disability, Equality and Diversity Policy (including access plan)

Legislative Acts taken into account:

Children and Families Act 2014

Equality Act 2010

Mental Capacity Act 2005

**Date compiled: Sept 2025**

**Review: Sept 2026**