



St Augustine's Catholic Primary School

School Mission Statement

At the heart of our Catholic faith, we pursue the truth and strive for excellence. The more we recognise and appreciate the beauty and goodness in ourselves and others, the more we come to recognise God. At St Augustine's School, we share the Light of Christ with each other and feel a sense of belonging to the family of the Church. Our school is a place of order, stability, tolerance and love, where we foster good relationships between home, school, parish, local and wider community. Together we will make this school a place where everyone is nurtured, supported and valued while being circled by God's love.

When God's love enters our hearts, we grow in wisdom and understanding.

SEND Information Report

2026 – 2027

This report shares information for parents about SEND in St Augustine's Catholic Primary School.

For further information on our SEND offer, please see our [SEND policy](#), which is available on our website.

Alternatively, our SENCO Mrs Alison Jenkins-Wood can be contacted via the school office on 02073854333.



Our School

St Augustine's Catholic Primary School currently has 189 children on role (October 2026).

There are currently 38 (20.11%) children on the SEND register with a range of needs.

27 children on the SEND register have a SEND Support Plan that can be accommodated through Quality First Teaching and targeted interventions.

11 children on the SEND register require more specialist support and have an EHCP (Education, Health and Care Plan).



SENCO

The Special Educational Needs Coordinator (SENCO) at St Augustine's Catholic Primary School is Mrs Alison Jenkins-Wood. If you would like to contact Mrs Jenkins-Wood please call the school on 020 73854333 and she will get back to you within two working days or as soon as is reasonably possible.



Special Educational Needs

At St Augustines Catholic Primary School we support children with a variety of special educational needs (SEN) and we pride ourselves on being a highly inclusive school with an ethos which encourages and celebrates diversity and difference.

Schools follow the guidelines from the government [SEND Code of Practice \(2015\)](#). Special Educational Needs and Disabilities (SEND) is categorised into the following areas:



Communication and Interaction

Difficulties with speech, language, and communication, or social communication skills.



Cognition and Learning

Learning at a slower pace than peers or having specific learning difficulties



Social, Emotional and Mental Health

Difficulties managing emotions, social skills, or mental health problems



Sensory and Physical

A physical disability or sensory impairment that hinders a person's ability to access standard provision

Some children have needs that cross over into more than one area.



Identifying and Assessing Need



At St Augustine's Catholic Primary School we follow the Graduated Response approach of 'Assess, Plan, Do and Review' when identifying early needs and SEND.

1. Class Based Support

If the class teacher identifies gaps in a child's learning or is worried about their progress then they gather information and speak to the family. The class teacher ensures adapted classroom practice and use of resources. Time limited, targeted class based interventions are provided focusing on the key areas of concern, then evaluated.

2. Class Based Support with SENCO Advice (Wave 2)

If further investigation is needed, teachers fill in a SEND Concerns form and share it with the SENCO. A child will then be placed on the monitoring register and we begin to follow the Graduated Response approach of 'Assess, Plan, Do and Review'.



3. SEN Support (Wave 3)

After a period of 6 – 8 weeks we will decide if a child needs to be placed on the SEND register and invite you in for a meeting, where we will share the targets your child is working on and the support they are receiving. A pupil has SEND where they require provision that is different from or additional to normal classroom practice available to pupils of the same age. These targets and the support in place is recorded on an Individual Support Plan and this is reviewed at least three times a year. This plan will be shared with you by the class teacher. The children on the SEND register will also have a Pupil Passport, which is a one page document outlining their strengths, interests and the most effective way to support them.

4. EHCP

An EHCP plan is drafted by the Local Authority following a lengthy application process. It is supported by a range of professionals and set's out clear targets and provision that should be in place for the child.



Our approach to teaching children with SEND

Teachers are responsible for every child in their class.

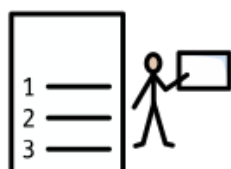
Quality first teaching, adapted for individual pupils, is the first step in responding to pupils who have or may not have SEND.

Teachers work with the SENCO as well as external professionals to support children with SEND.

When appropriate, staff are deployed to give children additional interventions in small groups outside the classroom.

Some children require personalised learning to support their progress and individual timetables where necessary.

We use the Assess Plan Do Review cycle to evaluate the effectiveness of the provision made for children with SEND.



Curriculum adaptations

High quality teaching, adapted for individual pupils, is the first step in responding to pupils who may or may not have SEND. An adapted curriculum can be adjusted to include different instructional strategies, materials, and assessments that cater to the specific children. Here are a few examples of curriculum adaptations we use at St Augustine's Catholic Primary School, however this is not an exclusive list.

Explicit Instruction	Now Next Board	Sensory Supports
Visual Timetable	Talk Partners	Social Story
Zones of Regulation	Word Banks	Ear defenders
Timers	Calm Corner	Mind Maps

We use a range of strategies across our lessons to ensure we offer an inclusive approach to learning and allow all children to access the classroom environment.

We also seek advice and equipment from outside agencies as and when the need arises (see below).



The role of parents

At St Augustine's Catholic Primary School we work closely with parents and carers as we recognise that they have much to contribute to our support for children with SEND. We believe a positive, collaborative working relationship between home and school is important to get the best outcomes for the child.

Involving parents is central to our approach. We encourage parents to share any concerns and request meetings to discuss in detail and we will also take a pro-active approach, requesting a meeting with parents where we have a concern.

If you have a SEND concern about your child, in the first instance please speak to the class teacher. Following this, you may want to speak to the SENCO. If you want to meet the SENCO, Mrs Jenkins-Wood can be contacted via the school office on 020 73854333.

Parents are key in the co-production of planning SEND support plans and the support that is provided for your child. Telling us about your child and sharing your views at review meetings is really important to us. For children who have an Individual Support Plan we will share and review this with you at Parent Meetings in the Autumn, Spring and Summer term. Together we will review the progress your child is making towards the targets and plan the next steps following the Assess, Plan, Do, Review process.

For children that have an Education, Health and Care Plan, in addition to termly Parent Meetings we hold an annual review once a year. All of the professionals involved in supporting your child are invited to contribute and to attend this meeting. These meetings are used to celebrate your child's learning, looking at the progress they have made against the targets set, create new targets and discuss next steps. A copy of this will always be emailed to you after the meetings.

The role of the child



Listening to the views of the child is central to our work identifying needs and planning the support for children with SEND. We gather views from children through asking them questions, observing and inviting them to review their own progress.

If a child has an EHCP, at the annual review we will invite the child to share their views. We generally ask children to do this before the meeting with their trusted adult using visuals or other support if necessary and we will share that in the meeting.

Support that is Available for Parents



[Hammersmith and Fulham Local Offer](#)

The Local Offer is a website that is written for parents and families. It helps them know what support is available for young people with SEND and their families in our local area.



[Steven Wiltshire Centre](#)

A specialist centre in Fulham for children with special educational needs and disabilities (SEND) and their families.

Phone: 02087534443

Email: stephenwiltshirecentre@lbhf.gov.uk

[SENDIAS](#)

SENDIAS A free service offering support and advice to parents and young people with SEND. The service is free.

Phone: 0203 886 0839

Email: info@hfsendiass.org.uk

[AMBITIOUS ABOUT AUTISM](#)

The National Autistic Society has **several specialist helplines** which might be able to offer you support, covering education rights, transition support, educational tribunal support, school exclusions, autism inpatient mental health services and a parent-to-parent emotional support helpline.

The National Autistic Society also has a **directory of autism services** where you can search for local and national support.



[Centre for ADHD and Autism Support](#)

Our mission is to **support, educate and empower** individuals diagnosed with ADHD or who are autistic, their families and the community.

**** Primarily for residents of North West London, but some services available to those in West London**



[West London Action for Children](#)

Free counselling and therapy for vulnerable families in Hammersmith & Fulham and Kensington & Chelsea.





Staff Training

At St Augustine's Catholic Primary, we believe in professional development and aim to ensure all our staff have the understanding they need to enable them to support your child.

We use expertise within the school to deliver some of this training. Staff training is planned on the needs of the pupils in the school at the time.

Previous staff trainings have included;

- Quality First Teaching
- Specific intervention training
- Autism awareness and strategies
 - Understanding trauma
 - Behaviour support
 - Zones of Regulation
 - Positive Handling
- Supporting Literacy Difficulties across the school
- Increasing awareness of ADHD & Autism

We seek advice and receive training from specialist outside agencies, such as the Speech and Language Service (SALT), Educational Psychologist (EP), Occupational Therapist (OT), Inspire Inclusion Service, OAT Behaviour Support and our School Nurse, in order to best support the children at our school.



Transition Support

Nursery to Reception

We hold an information evening for parents in the Summer Term prior to starting. The Headteacher, Reception Teacher and SENCO host this. Children also have a pre-visit, in small groups, where they spend an afternoon, without their parents and carers, exploring their new environment and meeting key staff.

All children starting in the EYFS (Early Years Foundation Stage) receive a Welcome Pack which contains information about the adults they will be working with, how the day is structured and other important information.

Our SENCO works with local nurseries and will collate information from Nursery SENCO's on SEND concerns. For some children an enhanced transition will be arranged. This will involve a visit to the Nursery by our SENCO, to observe, and a number of extra visits to the new school for settling in and observations. Children can also be provided with a Social Story which will include photos of key adults and places within our school.

End of Year transition

When children move up a year within the school, teacher's handover information about the whole class and individual students to the new teacher. We hold a transition session during the summer term allowing the children to go up to their new classroom and meet their new teacher. Some children may require extra transition visits to their new classroom to help reduce their anxiety and ensure that the transition is successful and positive. Children who would benefit from it are given a social story to support their transition to the new class.

Secondary Transition

We prepare all of the children for secondary transfer through a transition support programme. In addition to this some children may require additional, small group sessions around keeping safe in the community. The Year 6 class teacher and SENCO liaise very closely with secondary schools to ensure that the transition from primary school to secondary school is as smooth as possible. Our SENCO will share all relevant information about the child's support with the SENCO/Head of Year at the new school. Some children may be identified as requiring additional support to transition to secondary school and this can vary for each child. Where possible we can arrange for a member of staff to accompany the young person on additional early visits to their secondary school.

Mid-Year new starters

When we are aware that pupils joining us from other settings have identified special educational needs, we arrange a meeting with the family to enable us to gain a greater understanding of the support we need to put in place. Our SENCO will also meet with the previous school SENCO to ensure a successful transition. All mid-year new starters are offered some additional support with settling, such as participating in a lunchtime club and the offer of individual or group ELSA support.

Preparation for adulthood

Support for children and young people with SEND focuses on preparing for the next stage of their lives and adulthood them. We provide all children with a range of opportunities for this for e.g Road Safety Workshop, Cycling Proficiency, Additional Swim sessions for all and Junior Citizens.



Outside Agencies

We work with the following agencies to provide support for children with SEND:

School Nurse



Speech & Language Therapy



Occupational Therapy



Inspire Autism



Inspire Speech Language & Communication Team



CAMHS



Education Psychologist





Clubs and educational visits

All our clubs and educational visits are available to all our children.

All children are encouraged to go on our educational visits which allow pupils to encounter experiences that are unavailable in the classroom.

All children are encouraged to take part in sports day, school assemblies and performances.

No child is ever excluded from taking part in these activities because of their SEN or disability.



Social Emotional and Mental health Needs (SEMH)

At St Augustine's Catholic Primary we are a caring, nurturing and supportive school and we believe all children need to be happy, secure and safe so that they can meet their potential. We spend a significant amount of time getting to know each pupil, and staff are attuned to children's changing emotions. We have a three LSA's who are trained as Emotional Support Literacy Assistants (ELSA's).

We provide opportunities for children to talk about their emotions and feelings in our curriculum:

- A comprehensive PSHE (personal, social, health and economic) curriculum, which provides a safe environment for debate and discussion.
- An online safety policy with input for children on Cyberbullying.
- A comprehensive, differentiated Relationships and Sex Education curriculum (see RSHE policy).
- An anti-bullying policy outlines preventative support through the curriculum and a vigilant and proactive ethos.
- A strong focus on safeguarding and close liaison with the Designated Safeguarding Team also helps us to ensure the welfare of children.
- When SEMH needs are identified, the school ensures co-ordinated support and provision is targeted where necessary. If you have any questions about our SEMH interventions please contact SENCO/Mental Health Lead Mrs Jenkins-Wood by calling the school office on 02073854333.



SEND and Looked after Children (LAC)

Being looked after is when parents are unable to care for a child and the council or court take the parenting decisions. This can be temporary or permanent. See [NSPCC](#) for more information:

- The SENCO (Mrs Jenkins-Wood) is the Designated Teacher for Children Looked After.
- When a child is looked after by the local authority, we work together involving appropriate parents and carers as well as foster carers and social workers and the virtual school in discussions.
- Progress is monitored through a Personal Education Plan (PEP). All provision is coordinated with both the PEP and SEN Support Plan working on any specific learning targets identified for individual pupils to meet their SEND needs as well as any other needs.
- CLA children have equal access to SEND provision and extra school activities making sure they get everything they would be if they were not CLA.



Complaint Procedure

If you have any concerns or worries, first please speak to the class teachers. Alternatively, you may need to speak directly to the SENCO (Mrs Jenkins-Wood)

If you wish to make a complaint, please consult our policy, available on our school website.

