

SAINT AUGUSTINE'S R. C. HIGH SCHOOL



SEN INFORMATION REPORT AND POLICY

St Augustine's R. C. High School is committed to meeting the special educational needs of pupils and ensuring that they make progress.

In line with our mission statement:

“At Saint Augustine’s we believe that every person is an image of God.

We want our thoughts and actions to be inspired

By this sacred understanding we have of ourselves and of each other.

Our school community will keep alive the memory of Jesus through the Eucharist and in the practice of our Faith.

We want to encourage, inspire, challenge and care for each other, be open to the wider world about us,

And celebrate together our reasons for living and hoping.”

At St Augustine’s we believe that

“Every teacher is a teacher of every child or young person and promote

Inclusion of those with SEND”

This document reflects requirements set out in schedule 1 of the Special Educational Needs and Disabilities (SEND) Regulations 2014 and paragraphs 6.2 and 6.79 to 6.81 of the SEND Code of Practice.

Head teacher Mr M Wright

SENCO Mr P Earnshaw (NASENCO) Tel: 01254 823362 Extension 188

Assistant SENCO Mrs J Clossick (NASENCO)

Assistant SENCO Mrs S Lucas

SEND Governor Mrs V Morris

Whole School Approach:

High quality first teaching and additional interventions are defined through our annual dialogue across the school contributing to our provision management approach. These documents help us to regularly review and record what we offer EVERY child or young person in our care and what we offer additionally. These discussions also serve to embed our high expectations among staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with all our learners.

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



High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.

At SARCHS adapted and scaffolded learning for all individual students is the first step in responding to pupils who may have SEN. This means:

- That the teacher has the highest possible expectations for all pupils in their class
- That all teaching is built on what children already know, can do and can understand
- Different ways of teaching are in place so that children are fully involved in learning
- Specific strategies (which may be suggested by specialist teachers or outside agencies) are in place to support children to learn
- Communication between staff and parents is ongoing to inform how their child is progressing

Quality of teaching for all pupils is regularly reviewed, including those at risk of underachievement. Student progress is constantly assessed and reviewed and any gap or gaps in their understanding/learning will be identified and addressed through targets and interventions. The decision to make Special Educational Needs Provision involves SENCO, ASSISTANT SENCO, AHT SEND Line Manager and Head of Year. All information about a student's progress formed from high quality, accurate, formative assessment is considered alongside national data and expectations of progress.

Parents and Carers and students are involved in decision making. This level of support is termed SEN Support and is school based. This may also include additional provision at Wave 2/3. The programmes of intervention and support for students reflect the need to access the whole curriculum.

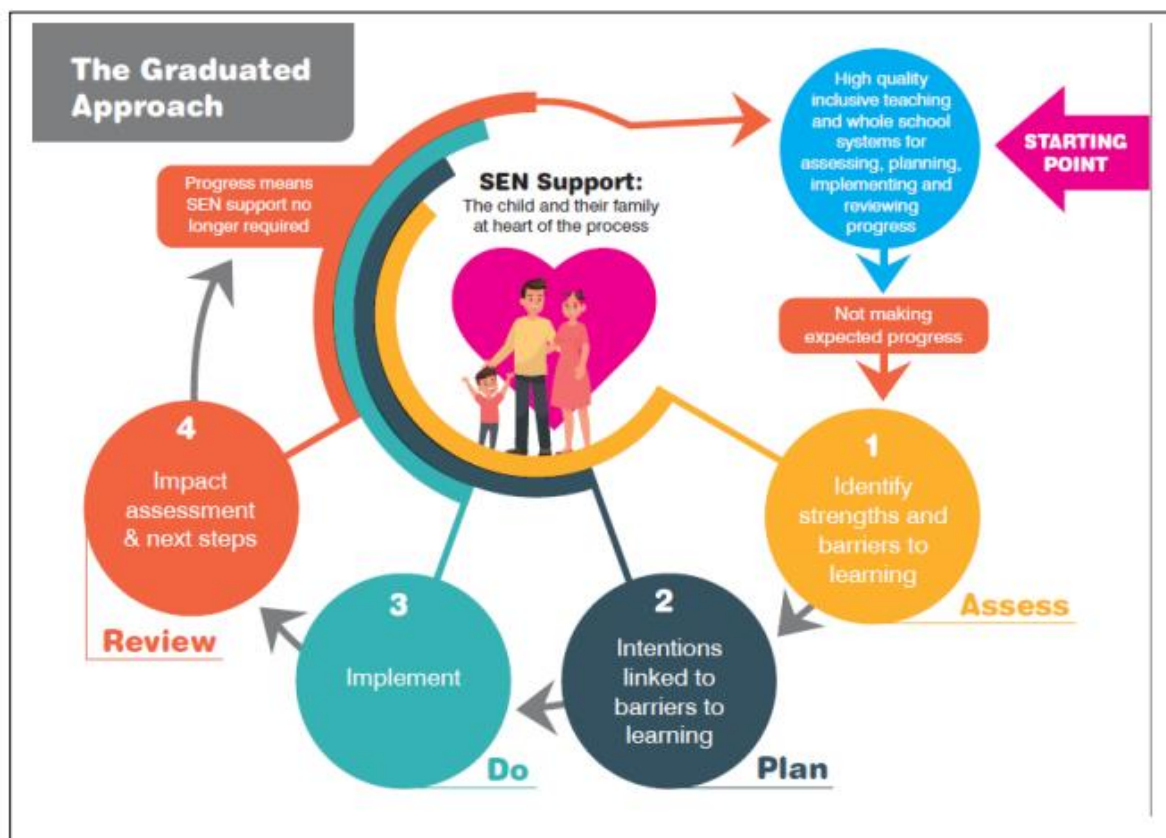
If a pupil is identified as having SEND, we will use our best endeavours to provide support that is **'additional to'** or **'different from'** the differentiated approaches normally provided as part of high quality, personalised teaching.

Assess - In identifying a child as needing SEN Support the subject teacher, working with the SENCO should carry out a clear analysis of the pupil's needs. Where it is considered that there may be possible SEN, a referral can be made to the SENCO for the administration of standardised testing, profiling or screening assessments. Student and parent / carer views will be sought in addition to Teacher / Support Staff observation.

Plan - This stage involves the creation of the Pupil Passport with clearly identified outcomes to achieve which are personal to the student. This working document details what additional support / strategies will be required in order to help overcome barriers. Outcomes will have review dates to measure and evaluate progress. The Pupil Passport is shared with the pupil / parent and linked to the Inclusion Profile so all staff have access to the plan.

Do - Providing the additional support. This may involve the implementation of a specific intervention. This may involve in house specialists or external 'bought in' advanced practitioners.

Review – Measuring the impact of the support provided, identifying whether desired outcomes have been achieved and considering whether adjustments are required.



SEND Needs: What kinds of SEND do students have at St Augustine's R.C. High School?

Children are identified as having SEND when they have a significantly greater difficulty in learning than the majority of children the same age or have a disability which prevents or hinders them from making use of the educational facilities of a kind generally provided for children of the same age in schools.

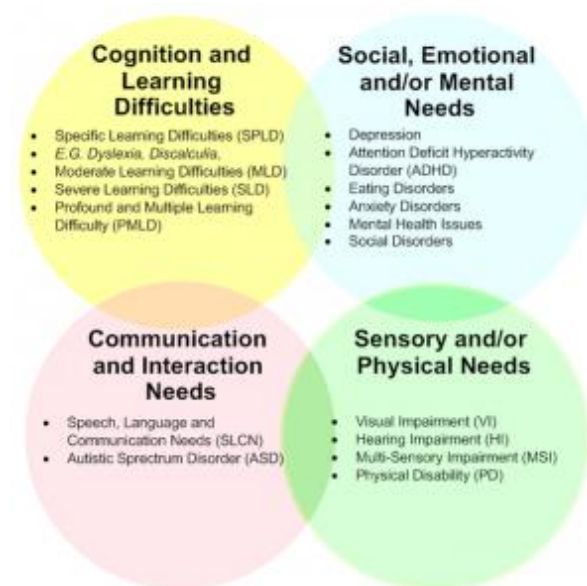
A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision **different from or additional to that normally available** to pupils of the same age.

Students at St Augustine's R.C. High School have a range of difficulties that fall within the following categories:

- Cognition and Learning
- Communication and Interaction
- Social, emotional and mental health (SEMH)
- Sensory or physical

In September 2023 the largest category of need across school is recorded as SEMH

When a pupil is identified as having SEND the school takes action to remove potential barriers to learning.



Identifying children and young people with SEND and assessing their needs:

The term 'Special **Educational** Needs' is used to describe learning difficulties or disabilities that make it harder for children to **learn** than most children of the same age. Children with Special Educational Needs (SEN) are likely to need extra or different help from that given to other children their age. This help is known as special educational provision

Where a pupil's progress is significantly lower than that of their peers or fails to match their previous rate of progress, despite high quality teaching targeted at specific areas of difficulty, it may be that the pupil has SEND or additional difficulties. Information will be gathered in the form of assessments and views of parents / carers, the pupil and relevant staff.

Pupils in Year 7 are subject to a number of standardised tests / measures to explore any underlying learning needs.

Those with a Cognition and Learning difficulty (SATS Score SAS 84 or below) that requires SEND provision will be identified as having special educational needs at 'K' – 'School Support' as receiving input that is additional to and different from those of the same age .

Quality First Teaching remains the school's first response in relation to SEND but some students require a more individualised approach in order to help remove barriers to learning.

The school works closely with specialist teacher assessors to test pupils using a range of ability and attainment measures.

Assessments currently used in school can include NGRT (New Group Reading Test) , Lucid LASS 11-15 (a Dyslexia Screener), Lucid Exact, Lucid Recall (Executive Function) IDLS Numeracy and Literacy, WRAT IV, Dyslexia Portfolio, British Picture Vocabulary Scale (BPVS), New Group Reading Tests and Boxall Profile.

Meeting Identified Needs: Cognition and Learning

- Sharing of information with all staff via Edukey and inclusion profile.
- Individual Learning Plans for pupils – profile of needs and strategies developed with parents / carers.
- Practical aids for learning, working memory boards, task cards, overlays etc.
- Paired Reading / Group Reading / 1:1 reading if necessary
- Increased adult support if needed / smaller class sizes
- Screening of literacy – Y7 using NGRT (for example)
- Adaptations to assessments to enable access e.g. rest breaks, reading pen, additional time, laptop.
- Support from outside agencies where necessary e.g. Specialist Teacher
- Small group or individual intervention where need is identified
- Phonic/reading development programmes- e.g. IDL / TRUGS / Read Write Inc. Fresh Start / Phonic Books – Totem
- Maths programmes- Maths Watch / IDL Numeracy / IXL Maths / White Rose Maths
- Increased access to ICT- e.g. laptops and reading pens to aid independence
- Curriculum will be adapted to meet the learning needs of the child eg Room 30, 30 'B' provision.
- Pre and post teaching of vocabulary and new concepts.
- Frequent repetition and reinforcement – retrieval practice.

Meeting Identified Needs: Communication and Interaction

Access to small group and/or individualised interventions.

Access to interventions on social and emotional stories re specific difficulties.

Interventions such as Incredible 5 point scale / Anxiety scale

Access to low stimulus area / sensory deprivation.

Flexible approaches to timetable.

Modifications to lunch and break times including 'snack and chat'.

Updated November 2023

Enhanced access to additional aids, such as sensory tools, visual timetables, ear defenders and work stations.

Access to technology-Laptops, software.

Social and emotional stories, feelings cards.

Careful planning of transitions.

Access to external ASD Specialist Teacher – L Parton

Access to Speech and Language Therapist – V Maughan

Access to communication aids, such as books and strips.

Individual planning tools for example AET Progression Scales

Support from Action for ASD

Staff trained in Drawing and Talking

Meeting Identified Needs: Social, Emotional and Mental Health

Use of key worker to suit the needs of the individual.

Monitoring of behaviour via TALAXY

Whole school behaviour management system.

Reward system to promote behaviour for learning.

Working with outside agencies via Early Help to promote safe behaviours

Restorative practice approaches

Meet and Greets

Individual rewards system.

Behaviour Support Plans.

Increased access to additional adults in the classroom.

Weekly 'panel' meetings to discuss intervention for those presenting with SEMH difficulties

Visual timetables.

Social and emotional stories.

Qualified staff to support behaviour.

Access to an in house School Counsellor

Boxall Profiling

Transition programmes in place.

Access to CAMHS / ELCAS

Alternative curriculum opportunities including reduced timetables

Managed Moves

Access to independent specialist practitioners eg P Owen PSTEC

Access to SEMH /Quiet room - Staffed space to allow access to school work and periods of regulation

Meeting Identified Needs: Sensory and PD needs

Access to LA Sensory Support Services for advice on planning for pupils with a visual or hearing impairment at SEN Support (as directed by Consultants).

Radio Aids

Flexible teaching arrangements will enable pupils to move seats to access lessons.

Teachers will be made aware of the implications of physical and sensory impairments via SEN Toolkit

Use of alternative coloured background on white boards.

Liaison with outside agencies for specific equipment to aid access to the curriculum.

Updated November 2023

Provision of specialist ICT equipment.
Occupational Therapist/ Physiotherapist targeted programmes.
Individual responses as required.
Highly personalised access arrangements to facilitate the needs of all pupils with disabilities.
Key staff who are named Hearing Impaired Champion – C Thompson
Access to commissioned Speech and Language Assessment - V. Maughan (Inclusion Solutions)
Access to a specialist teacher/TA for the hearing/visual impaired.
Therapy programmes delivered in school, designed by specialists e.g. Occupational Therapists, Physiotherapists etc.
Adapted curriculum to enable full access e.g. alternative recording devices, modified PE curriculum.

What should I do if I think my child may have SEND?

If you have any concerns regarding your child's progress then please contact the Learning Support Department or your child's Head of Year in the first instance. The SENCO (Mr P Earnshaw) can be contacted on 01254 823362

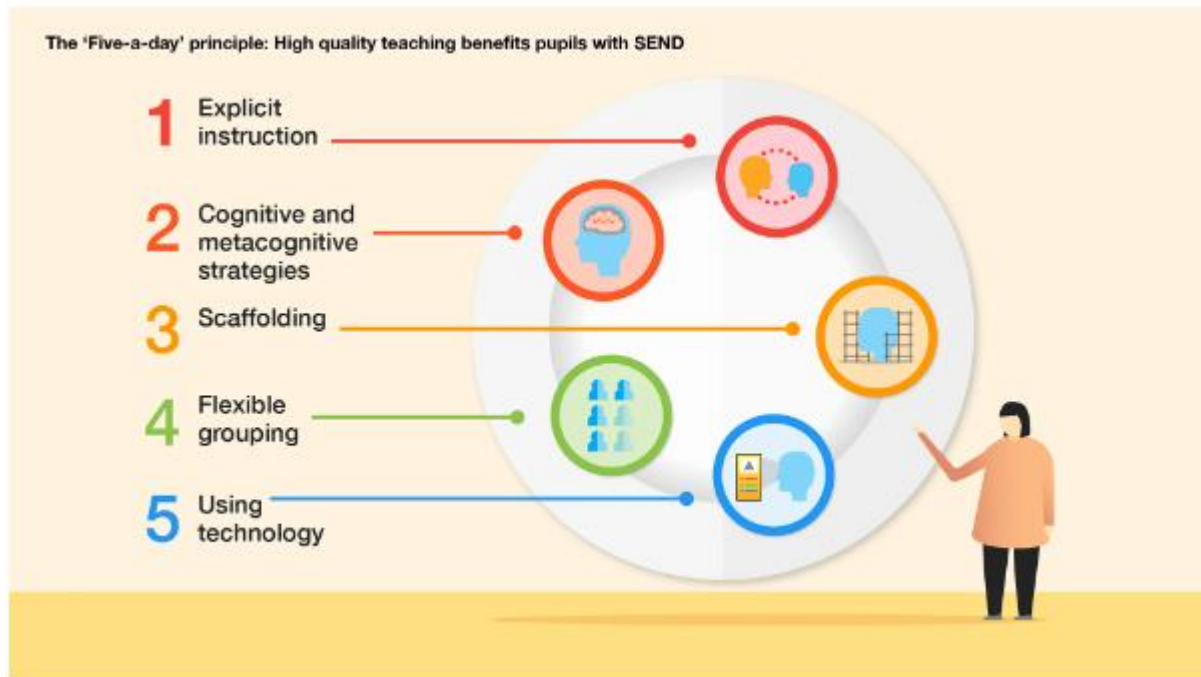
Support for children with SEND

All students with SEND are included on a whole school register referred to as the Inclusion Profile. This electronic 'live' document is updated on a daily basis. It is accessible to all school staff. This details students' individual needs including strategy banks that teachers / support staff can use to inform their planning, teaching and interventions.

SEND is recorded centrally on to SIMS and this information forms the basis of Edukey. Edukey allows staff to access SEND information and support plans for all those receiving input that is additional to and different from the rest of the school community. Parents and students are invited to co-produce support plans / pupil passports at 3 points across the school year to help inform teacher understanding of needs.

Staff at St Augustine's are clear about 'Five a day' principle around high quality in class teaching for pupil with SEND.

The 'Five-a-day' principle: High quality teaching benefits pupils with SEND



The 5 a day approach (illustrated above) are particularly well-evidenced as having a positive impact in schools. Harnessing these evidence-informed strategies will positively support all learners, including those with SEND. Teachers at St Augustine's R.C. High School are encouraged to develop a repertoire of these strategies, which they can use daily and flexibly in response to individual needs, using them as the starting point for their classroom teaching.

Arrangements for consulting parents of children with SEND and involving them in their child's education

The School operates a person centred approach to SEND. An individual child or young person with SEND should always remain at the centre of any assessment or planning process that focuses on them. A person-centred approach is vital and should be used throughout the Graduated Approach. A person-centred approach aims to discover and act upon what is important to the child or young person, what is important for them and finding the balance between these. A person-centred approach reflects what a child or young person is able to do, what is important to them (now and in the future) and takes into consideration what support they might need in order to reach their potential. It is therefore a process of continual listening and learning. Being person centred includes thinking about and problem solving how we, as professionals, can allocate the most appropriate support and resources in order to take effective steps towards achieving the young person's aspirations and goals.

Sharing information with staff

As mentioned earlier, in addition to the use of the Inclusion Profile the school also uses software called 'Edukey' This allows the school to communicate any additional medical / SEND needs to all staff to aid staff awareness and understanding.

Parents / carers are invited 3 times a year to work with the Learning Support Team to make contributions to their child's plan and work to co-produce pupil plans and passports, capturing what is important to individuals and families.

Updated November 2023

The screenshot shows the ProvisionMap dashboard with the following metrics:

- 12 Reviews due soon
- 0 Reviews overdue
- 1 Recent parental comments
- 0 Recent School Robin Replies
- 2 Active provisions
- 4 Active learning plans
- +0.69 Average provision outcome
- +1.08 Average learning plan outcome

Search filters include: Find pupil by name or tutor group..., Filter by lesson, Pupils I teach, SEN only, and I want to... A grid of 10 pupil profiles is shown, with a context menu open over the profile for Jameron Jams. To the right, there is a 'Pupils by SEN stage' donut chart and a 'Spending per pupil' section for the period 1/9/2017 to 1/9/2018.

Pupil Passport features and benefits

Pupil Passport - Demo School 9

Date: 30/11/1
Teacher: Mr Example Teacher



Jill Basra
Date of birth: 20/10/99
Pupil ID: D820200105069
Year group: 11
Tutor group: 11F

Important activities and hobbies

- I go to Computing club at lunchtimes with Mr Davies
- I like to build Lego robots and test them out.

Dislikes

- Having to read out loud in class
- When people use my stuff without asking first

Favourite lessons

- I like ICT because we get to do make computer games
- I like maths because I enjoy working with numbers

Likes

- Playing football with my friends
- I have started to learn guitar at home

Important people in my life

The most important people in my life are my mum and dad
I have two dogs called Rocco and Maisie who I like to take for long walks

How I want to be supported

I like to have clear written instructions
I like to know what the plan for the lesson is.

I find it difficult to:

- Explain exactly how I am feeling.

I would like you to know that:

I enjoy school and want to work hard so I can get a good job.



We actively involve young people in being a part of the planning process and they are encouraged to help create their own plan / passport. Information is elicited using a variety of methods, tailored to each individual child. The tools used are person centred and aim to provide an insight into what is important to that individual. Examples below.



Assessing the impact of intervention

High quality teaching should reduce the need for extra support for all pupils. However, bearing in mind the disruption over the past few years to schools and also levels of need, some pupils do require additional support in the form of high quality, structured intervention in order to make progress. Small group and one to one interventions provide the opportunity to apply effective teaching strategies with a more intense focus on smaller, targeted learning goals.

Prior to any intervention a baseline assessment will be carried out. This will provide a point of reference for measuring progress made by the child and inform the outcomes to be achieved. This will be reviewed regularly. Should progress be less than anticipated, consideration will be given to adapting the type of intervention and the frequency and / or intensity.

Where a pupil has an Education, Health and Care Plan (EHCP) there will be a formal annual review held on behalf of the LA at least once a year, taking into account the views of the pupil, parent / carer and all other professionals working to support the pupil.

How is Intervention organised and delivered?

Additional support is personalised in order to meet the needs of the pupils and will target an area of specific difficulty. This support may be provided in the classroom setting, in a small and targeted group or on a 1:1 basis.

Current interventions include:

- IDL (Indirect Dyslexia Learning)
- IXL Maths
- White Rose Maths
- Phonic Books – Totem, Talisman and Amber Guardians
- Read Write inc. (Ruth Miskin Fresh Start)
- Social Stories / Comic Strip Conversations
- Sensory Circuits
- Drawing and Talking
- PSTEC

These interventions may be led by a teacher, a trained teaching assistant or an external specialist where deemed to be absolutely necessary. The intervention delivered and its impact on progress will be monitored and shared regularly (at least x 3 a year). The majority of young people with difficulties at SEN Support will have their needs met in this way. However, those

with the most complex needs may require a statutory integrated assessment to determine whether it is necessary for the LA to stipulate provision via an Education Health and Care Plan (EHCP) For those with EHCP the interventions are prescribed within section F of the EHCP – Provisions.

Common elements of effective intervention include the following:

T iming	Intervention sessions are often brief (e.g. 15–60 mins) and regular (e.g. 2–5 per week).
A ssessment	Assessments are used to identify pupils, guide areas of focus and to track pupil progress.
R esourcing	The intervention has structured supporting resources and lesson plans, with clear objectives and possibly a delivery script.
G ive it time	Careful timetabling is in place to enable consistent delivery. Sessions are typically maintained over a sustained period (e.g. 8–20 weeks).
E xpert delivery	Interventions are delivered by a qualified teacher, or if they are unavailable, a trained teaching assistant. The intervention programme is followed precisely and suggested delivery protocols are followed.
T eacher links	If not delivered by the classroom teacher, the intervention deliverer and the teacher/s communicate regularly and make appropriate connections between out-of-class learning and classroom teaching.

Expertise and training of staff to support pupils with SEND

The school may involve specialists to support early identification of SEN and effective support and interventions. Where a pupil continues to make little or no progress or where their work is substantially below those expected of pupils of a similar age despite evidence based SEN support delivered by appropriately trained staff.

We are committed to developing the ongoing expertise of our staff.

CPD is continually provided to the team to develop a range of 'in house' specialisms. The current members of staff hold qualifications / experience in the following areas:

Mrs S Lucas – QTS US 2 +

Mrs C Doherty – QTS KS1 and ELKLAN

Mrs E Hacking – QTS US 1

Mrs V Rushton – ELKLAN

Mrs L Ashcroft – ELKLAN + Lego Therapy

In areas where we do not have internal expertise then we may seek external advices from highly qualified specialist practitioners with parental consent.

Updated November 2023

We currently commission specialist input from:

Mrs L Atinson Specialist Behaviour Teacher and Counsellor

Mrs L Parton QTVI and ASD Specialist Practitioner

Mrs C Thompson Teacher of the Deaf and Physical Difficulties Specialist Teacher.

Mr P Owen – PSTEC Practitioner SEMH

Ms V Maughan – Speech and Language Therapist (SALT)

Ms J Woods – Sensory Assessor

Ms R Patton – QTVI

Mrs E Lowe – VI Rehabilitation Officer

Emotional and Social Development – Pastoral Arrangements

The Learning Support Team works closely with the Pupil Support Team (PSR) in school in order to provide a planned and graduated response to need. Heads of Year can make weekly referrals to a panel made up of key members of both the SEND and Pastoral Team (including School Counsellor) to determine an appropriate provision / key worker based on presenting need. Pupil progress is discussed weekly and plans are re-visited in collaboration with colleagues on a half termly basis.

The school also benefits from pupil safeguarding peer mentors. These peer mentors have undertaken specific training under Lancashire School Safeguarding Service. Many young people find it easier to talk to their peers first, before speaking to staff / professionals. SARCHS have therefore developed a peer-based initiative to focus on early help and mental health support.

Working with external agencies

The school enjoys good working relationships with a wide range of people who provide services to children with SEND and their families, particularly when a child is demonstrating further cause for concern or their presenting need is more complex and persistent.

Links with external agencies are vital to ensure that we provide the highest levels of support for our students with SEND. The external specialists may:

- Act in an advisory capacity
- Help to extend the expertise of school staff
- Provide additional assessment or advice
- Support a child directly
- Suggest statutory assessment if advisable
- Consult with all parties involved with the child

SARCHS currently benefit from the input of the following external agencies:

School Nurse Team

Early Help Team

Child Action North West (CANW)

ELCAS

CAMHS

CEIAG (Careers)

HARV

SENDIAS – formerly Lancashire Parent partnership

LA Educational Psychological Service – Cluster Meetings

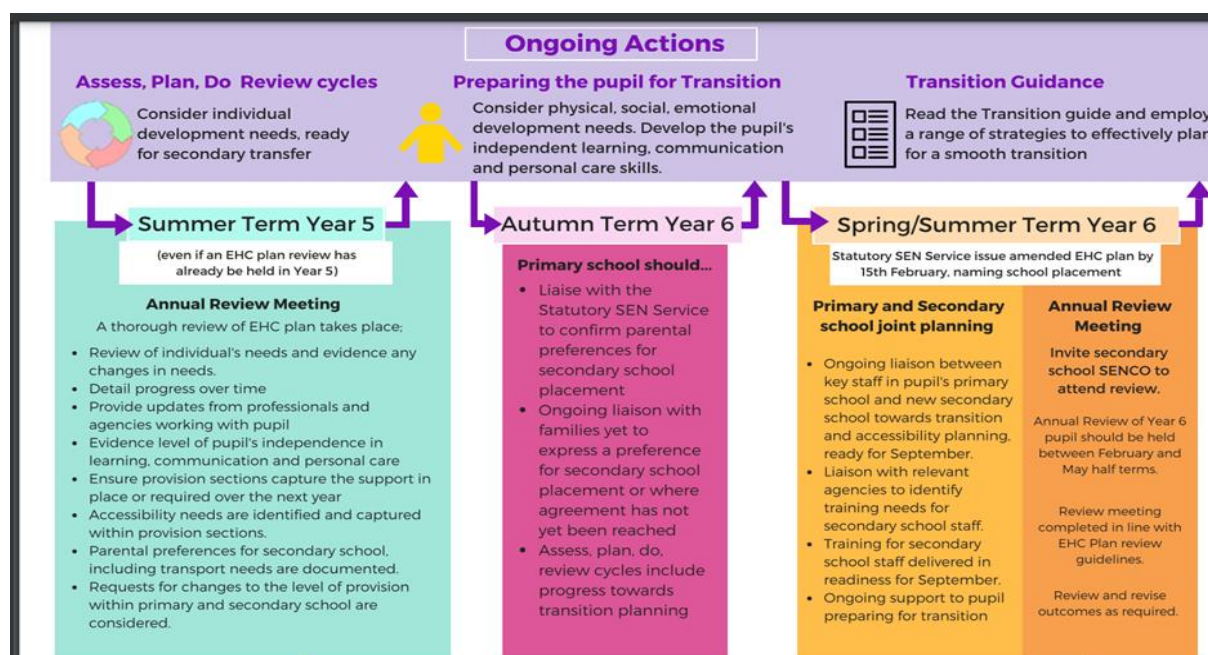
MHST

Action for ASD

Transition to Year 7

Parents of youngsters with EHCP are encouraged to make contact with SARCHS at Year 5 Annual Review. It is imperative that those who are considering admission to SARCHS invite the SENCO from SARCHS to the Year 6 Annual Review meeting in the Autumn Term of Year 6.

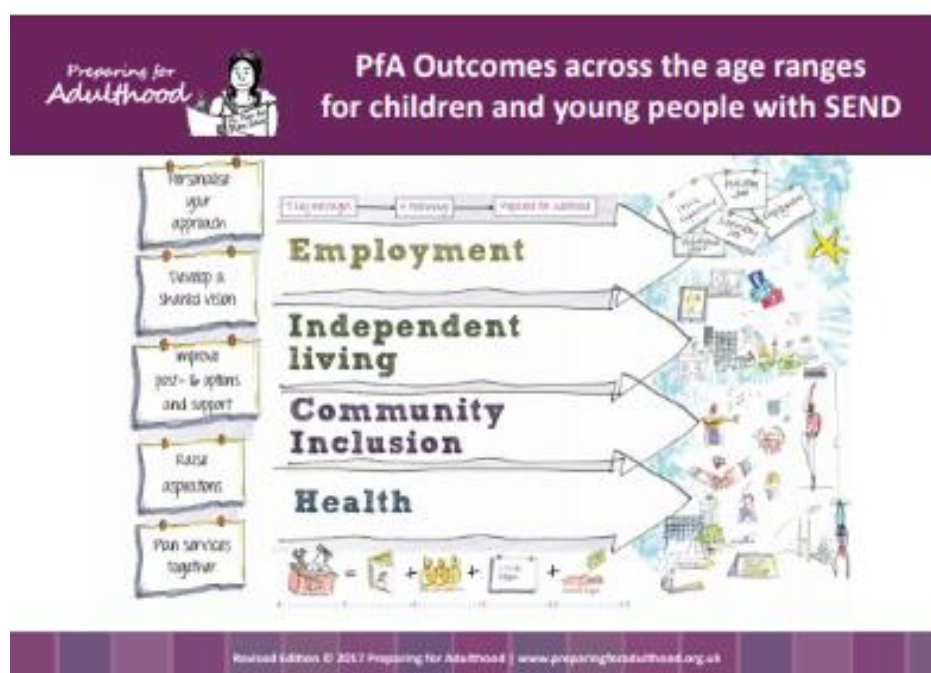
For those with EHCP it is important that the following timescales are implemented to ensure that a thorough transition package can be organised. It also ensures that the LA have the time to ensure a thoroughly updated EHCP can be produced and shared in a timely fashion.



Transition meetings take place prior to admission and involve the Head of Year, SENCO, Specialist teacher, Assistant Head teacher and key pastoral staff. The information from transition is vital in helping formulate plans around those who may need additional transition visits, environmental audits, specialist support / equipment and peer mentors (for example) and targeted SEND / Specialist Support.

Transition to post 16

The transition process will begin early (usually in Year 9), particularly for some of our more vulnerable pupils with EHCP. We work closely with all of the major post-16 education establishments in the area. Meetings are held for the transfer of essential information relating to EHCPs, Child and Family Services and pastoral matters. SARCHS support children and young people to develop a person-centred transition plan from year 9 through to when they leave formal education. A person-centred transition action plan focuses on the young person, what is important to them for their future and what support and actions are needed for them to achieve their aspirations and make the transition into adulthood. This is a live on-going process and should cover the four areas of [‘Preparation for Adulthood’](#).



Students at SARCHS receive a programme of support in Year 11 to enable them to make decisions around ‘next steps’ and develop skills around independence and employability. Sessions include:

- 1:1 Careers appointments (starting in Year 10)
 - Awareness Assemblies
 - College and Apprenticeship presentations
 - Welcome back evenings for Year 11 (and parents / carers)
 - Revision workshop (PP provided with first places)
 - CV writing workshops
 - Mock interview with external providers (November Year 11)
- Updated November 2023

Lunchtime events with the CEIAG (Careers adviser)
NEET – targeted input around next step planning with help to make applications
Transition workshop events

Accessibility

The school is a 2-3 storey brick building with additional supplementary buildings built on a sloping site with open aspect sloping outdoor sports areas to the front and side, and surfaced mainly with grass and tarmac paths. There are several entrances to the main school building, and all provide ground level access or are ramped. The main building has 3 floors. There is 1 access lift for the main school only and a number of platform lifts.

Arrangements in handling complaints

Concerns or complaints raised by parents / carers are normally dealt with directly through telephone calls or conversations with the SENCO and /or other involved staff. Concerns that cannot be resolved in this way will follow a line of referral, involving the Assistant Head responsible for SEND, the Headteacher and / or the school's Governing Body. In some instances parents / carers may find it helpful to seek advice from the Lancashire SENDIAS Team.

<https://lancssendias.org.uk/about-us/>

Lancashire SEND Information, Advice and Support Service (SEND IAS) is a statutory service which is run at 'arm's length' from the Local Authority and provides free, confidential, impartial advice, guidance and support to parents of children with special educational needs and children and young people with SEND.

It aims to promote good working relationships between children, young people, parents, education settings and the LA, whilst seeking to empower them to play an active and informed role in their child's education.

Tackling Discrimination

Harassment on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated by school. All staff are expected to deal with any discriminatory incidents that may occur. Our aim as a Catholic school is for pupils to experience justice and reconciliation. We want young people to feel supported and protected. We want those who have been unkind and hurtful to face up to what they have done, to see why their behaviour is wrong, to accept their punishment and to apologise and learn to change their behaviour as a result.

Local Offer Link

<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/>



<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/lancashire-send-partnership/#section2>

Lancashire SEND Partnership

The Lancashire SEND Partnership brings together all the agencies in Lancashire which provide special educational needs and disability (SEND) services for children, young people, their parents and carers, with representatives from those who use the service.

The SEND Partnership was formed following the Ofsted and the Care Quality Commission (CQC) joint inspection of SEND services in our local area.

We will continue to share more about the changes taking place via [regular updates](#) so look out for notices on our [SEND local offer](#) website and [Facebook page](#) or [view our events](#) on Eventbrite.

If you would like to get in touch with the partnership team, you can email SENDPartnership@lancashire.gov.uk.