

SAINT AUGUSTINE'S R. C. HIGH SCHOOL



SEN INFORMATION REPORT

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 the SEND Code of Practice, 0-25 guidance

Head teacher Mr M Wright
Curriculum Leader / SENCO Mrs J Day Tel: 01254 823362 Extension 145
Lead Teacher / Aspiring SENCO Mrs J Clossick
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 ALL 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. Pupil reviews are held following whole school data collections and a proactive approach is sought in relation to identifying potential barriers and then producing an individualised plan using a 'Pupil Passport'.

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 / Specialist Teacher

Assessor 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.

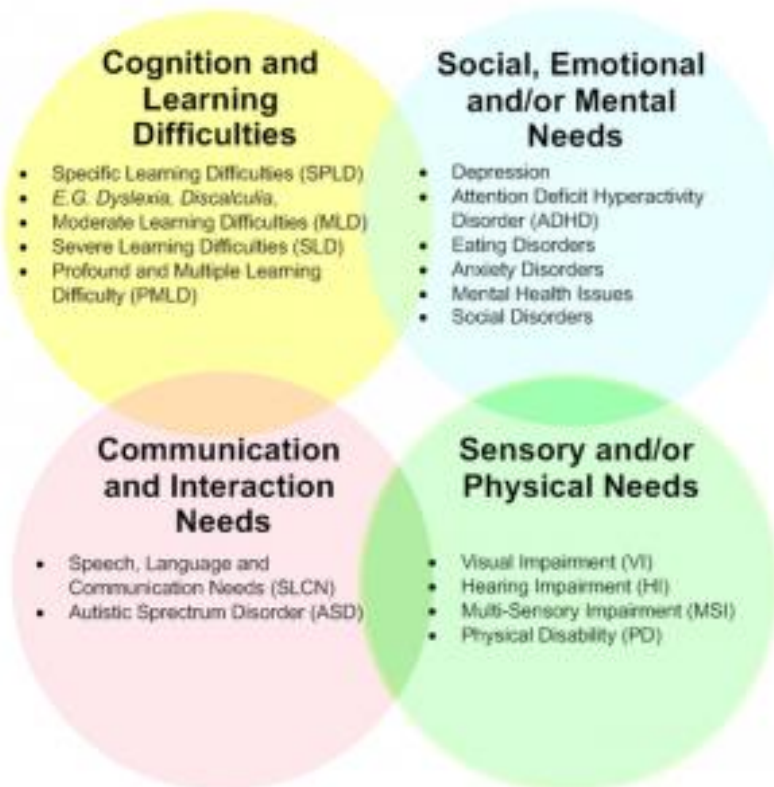
Review – Measuring the impact of the support provided, identifying whether desired outcomes have been achieved and considering whether adjustments are required.

SEN 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 SEN 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:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory or physical



As of 1st September 2020, we have 166 children or young people receiving some form of SEN support

105 – SEN Monitoring

40 – School Support (K)

2 – Statutory Assessment Pending

19 – EHCP

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

How does the school know if children / young people need extra help and what should I do if I think my child has SEN?

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 SEN or additional difficulties. Information will be gathered in the form of assessments and views of parents / carers, the pupil and relevant staff. Only those with a learning difficulty (SAS 84 or below) that requires SEN provision will be identified as having special educational needs at 'K' – 'School Support'.

Updated September 2020

Identifying children and young people with SEN and assessing their needs.

The school benefits from a specialist teacher assessor who is qualified to test using a range of ability and attainment measures. Assessments currently used in school include CAT (Cognitive Ability Testing) , Lucid LASS 11-15 (a Dyslexia Screener), Lucid Exact, Lucid Recall, IDLS Numeracy and Literacy, WRAT IV, Dyslexia Portfolio, British Picture Vocabulary Scale, New Group Reading Tests, YARC and Boxall Profile.

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

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 Curriculum Leader / SENCO (Mrs J Day) can be contacted on 01254 823362 / j.day@sarchs.com

Support for children with SEN

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.

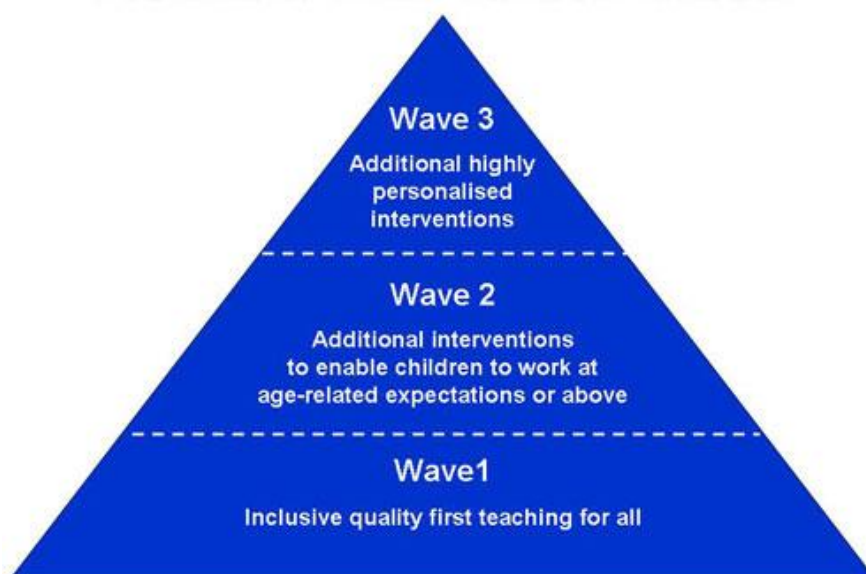
SEND students supported at 'School Support' also have a Pupil Passport which is a **pupil centred document** outlining their strengths, difficulties and strategies to meet their needs. The Pupil Passport is also linked to the Inclusion Profile together with a mind map and further information to aid teacher understanding of difficulties. Passport meetings occur termly between the pupil and their link adult in school and a collaborative approach is encouraged.

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.

Waves of Intervention Model



Interventions may be led by a teacher, a teaching assistant or an external specialist. The intervention delivered and its impact on progress will be monitored and shared regularly. The majority of young people with SEN 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)

Assessing the impact of intervention

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, taking into account the views of the pupil, parent / carer and all other professionals working to support the pupil.

When students are approaching Key Stage 4, they may be assessed for specific access arrangements, based on their normal way of working at Key Stage 3.

EXAM ACCESS ARRANGEMENTS

This policy should be read in conjunction with the SEND Information Report and the schools Examinations Policy.

Principles for Centres

The Equality Act 2010 requires an awarding body to make reasonable adjustments where a candidate who is disabled within the meaning of the Equality Act, would be at a substantial disadvantage in comparison to someone who is not disabled. The evidence of need will vary depending on the disability and the access arrangement being applied for.

The purpose of an access arrangement is to ensure, where possible, that barriers to assessment are removed for a disabled candidate preventing him / her from being placed at a substantial disadvantage as a consequence of persistent and significant difficulties.

Access Arrangements should therefore be processed at the start of the course

The arrangement put in place **must** reflect the support given to the candidate in school, for example: in the classroom, working in small groups, literacy support lessons, literacy intervention strategies etc.

This is commonly referred to as **'normal way of working'**. The key principle is that the SENCO/ Lead Practitioner can show a history of support and provision and that the arrangement is not suddenly granted to the candidate at the time of his / her examination.



Joint Council for
Qualifications

Adjustments for candidates with disabilities and learning difficulties

Access Arrangements and Reasonable Adjustments

This booklet covers the following qualifications:

AQA Applied General qualifications,
AQA Level 1, Level 2 and Level 3 Technical qualifications,
BTEC Firsts, BTEC Nationals, BTEC Tech Awards,
Cambridge Nationals, Cambridge Technicals,
CCEA Essential Skills qualifications,
CCEA Key Skills qualifications,
City & Guilds Level 2 & Level 3 Technical qualifications,
ELC, FSMQ, GCE, GCSE, OCR Level 3 Certificates,
Welsh Baccalaureate Qualification (WBCQ),
WJEC Level 1 and Level 2 General qualifications,
WJEC Level 1 and Level 2 Vocational qualifications,
WJEC Level 3 Applied qualifications

With effect from 1 September 2018 to 31 August 2019

For the attention of SENCOs, assessors and senior leaders
within schools and colleges

Produced on behalf of:



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Adjustments for candidates with disabilities and / or learning difficulties

Some candidates may require Access Arrangements. The examples given below are illustrative.

- reader / computer reader
- 25% extra time
- scribe
- word processor
- a prompter
- read aloud
- rest breaks
- a live speaker
- modified enlarged papers

Learning Difficulties: Core and Supplementary Evidences Required

<p>At least one score of 84 or less</p> <p>Evidence of normal way of working within the centre (i.e. Section A of Form 8)</p> <p><u>and</u></p> <p>Internal school tests/mock exam papers showing the application of extra time</p> <p><i>or</i></p> <p>IEP/ILP making reference to the need for extra time</p> <p><i>or</i></p> <p>Comments and observations from teaching staff as to why the candidate needs extra time and how he/she uses the extra time awarded.</p>	<p>Two or more scores between 85-89 relating to <u>two different areas of speed of working</u></p> <p>Evidence of normal way of working within the centre (i.e. Section A of Form 8)</p> <p><u>and</u></p> <p>Internal school tests/mock exam papers showing the application of extra time</p> <p><i>or</i></p> <p>IEP/ILP making reference to the need for extra time</p> <p><i>or</i></p> <p>Comments and observations from teaching staff as to why the candidate needs extra time and how he/she uses the extra time awarded.</p>	<p>Three or more scores between 90-94 relating to <u>three different areas of speed of working</u></p> <p>Evidence of normal way of working within the centre showing <u>an extensive history of need; and</u></p> <p>Evidence of <u>a clear, measurable and substantial long term adverse effect on performance and speed of working; and</u></p> <p>A diagnostic assessment report, from <u>no earlier than Year 9</u>, confirming a significant learning difficulty or disability. This <u>must</u> have been undertaken by a HCPC registered psychologist or specialist diagnostic assessor; and</p> <p>A cluster of standardised scores (at least three) relating to <u>three different areas of speed of working just within the average range, - 90 to 94.</u></p> <p>To assist centres with these rare and very exceptional cases, the Equality Act 2010 definition of disability is provided on page 4.</p> <p>HCPC registered psychologists and specialist diagnostic assessors are advised to consider in extreme and unusual cases, particularly where the candidate has complex learning needs, whether section 5.2.3, page 26, might apply.</p>
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Exam Access Arrangements are a provision granted to a candidate in an external national examination where a particular need has been identified by an assessment (for learning needs). The assessments used at St Augustine's are standardised using UK norms and are approved by the JCQ. Assessments must demonstrate evidence of need through quantitative and qualitative measures. The student must meet the criteria as defined in the JCQ 'Adjustments for candidates with disabilities and learning difficulties.'

For those students who have diagnosed and **complex needs** the JCQ also stipulates what constitutes as evidences (core and supplementary)

The following is a summary of the process (learning needs)

Students are awarded EAA during years 7/8/9 on a temporary basis only. This cannot be ratified by the JCQ until formal assessment has taken place / evidences are gathered in the summer term of Year 9



Using the Inclusion Profile as a guide, teacher evidences are sought via EAA evidences form in the summer term of year 9.



If curriculum areas support the need for EAA and this can be evidenced then a letter is sent to parents / carer requesting permission to formally assess



If curriculum areas cannot evidence need for an EAA then a letter is sent to parents advising of the decision and the rationale.



The results confirm that EAA are appropriate as per JCQ criteria.



The results do not confirm that EAA are appropriate as per JCQ criteria.



OUTCOME OF ASSESSMENT SENT BY LETTER TO PARENT / CARER



Form 8 completed, data consent letter signed and dated by student and application made to the AAO by specialist teacher assessor.



Information stored on exam file. Meeting offered to discuss if requested.



EAA formally communicated via the Inclusion Profile (with completion date) before the start of the course (Summer Term Year 9 / Autumn Year 10)

Extra-Curricular Activities

All students should be able to participate fully in the life of the school and are encouraged to do so. Our school helps families to educate their children in accordance with the principles and teachings of the Catholic Church in an environment which inspires, encourages and supports the development of our pupils through nurturing their gifts and talents. We are committed to making reasonable adjustments to ensure participation for all.

Our school community will keep alive the memory of Jesus through the Eucharist and through the practice of our Faith. We want everyone at Saint Augustine's to experience the joy of the Gospel in their journey through school and beyond.

Transition – next steps

Transition is an important time for all students, especially those who have SEND. From Year 9 onwards, the nature of the outcomes will reflect the need to ensure young people are preparing for adulthood. We work closely with parents / carers and appropriate staff to ensure that transitions are well planned and supported. Arrangements for transition for students with SEND will be planned according to individual need. To support the transition we will share information with the receiving setting agreed by parents / carers.

Specialist Staff

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. The Code of Practice anticipates that there will be

CPD is continually provided to the team to develop a range of 'in house' specialisms. In areas where we do not have expertise then we may seek external advices from highly qualified specialist practitioners with parental consent. We currently commission input from Mrs L Parton (QTVI) and Mrs C Thompson (TOD).

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 those who have had a rough time 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. Fortunately, the majority of cases we deal with end with genuine expressions of regret, forgiveness and reconciliation.

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 Deputy 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 SENDIASS Team. [Information can be found on the LCC SEND Local Offer website.](#)