



St Augustine's Catholic College

SEND Information Report

1. Our Team

Mr Aidan Dowle	Head Teacher	dowlea@st-augustines.wilts.sch.uk
Mrs Jo Birkett-Wendes	SEND Governor	birkettj@st-augustines.wilts.sch.uk
Mrs Rachael Hodges	SENCo	hodgesr@st-augustines.wilts.sch.uk
Mrs Juliet Knollys	Specialist SEND Teacher	knollysj@st-augustines.wilts.sch.uk
Mrs Carin Thompson	Primary Specialist – Phonics and Reading	TBC
Mrs Jasmine Miller	SEND Administration	millerj@st-augustines.wilts.sch.uk
Mr Adam King	Intervention TP	kinga@st-augustines.wilts.sch.uk
Mrs Sara Moore	Intervention TP	moores@st-augustines.wilts.sch.uk

Teaching Partners

Mrs Cindy Walker	Mrs Angela Hall	Mrs Mariana Wilkes-Noe	Mrs Carla Laver
Mrs Michelle Crocker	Mr Callum Edwards	Mrs Eileen Farrell	Mrs Julie Uncles
Mrs Shirley Roughly	Mrs Carole Robards	Mrs Magda Sek	

Our team in school have all received the statutory Safeguarding/Child Protection Training, including E-Safety; TEEP Training and receive regular updates on how to support students with a range of SEND.

Within our staff team we have specific training and specialisms in:

- Specific Learning Difficulties including dyslexia
- Numeracy and Maths
- English and Literacy
- Speech and Language
- Speech and Language
- Thrive

- Emotional Literacy
- Attachment and trauma awareness

2. What kinds of special educational needs and disabilities are supported at St. Augustine's?

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

- Communication and interaction, for example, autistic spectrum condition, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia, global delay and some chromosomal disorders
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), attachment needs
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, cerebral palsy

3. How are students with SEND identified and how are their needs assessed?

We will assess each student's current skills, levels of attainment and social, emotional and mental well-being on entry, which will build on previous settings and Key Stages, where appropriate. Teachers will make regular assessments of progress for all students and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social, emotional and mental health development.

Slow progress and low attainment will not automatically mean a student is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

4. Consulting and involving students and parents

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

- Everyone develops a good understanding of the student's areas of strength and difficulty
- We take into account the parents/carer/guardian concerns
- Everyone understands the agreed outcomes sought for the child

- Everyone is clear on the next steps

Notes of these early discussions will be added to the student's record on Provision Map. We will formally notify parents when it is decided that a student will receive SEND support

5. Assessing and reviewing students' progress towards outcomes

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

The subject teacher will work with the SENCO to carry out a clear analysis of the student's needs. This will draw on:

- The teacher's assessment and experience of the student
- Their previous progress and attainment and 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 student'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 student 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 student's progress. Parents of children who receive additional support in terms of in class support or interventions have the opportunity to meet the SENCO or other Learning Support Team members to discuss progress towards identified outcomes.

6. Supporting students moving between phases and preparing for adulthood

• Transition to St Augustine's

In the case of children with statements or EHCPs and some other children with a high level of need, the SENCO will already have had contact with the parents and the primary school, usually in the transition review in Year 5. Further contact through meeting with parents and the primary school happens in most cases in Year 6. We will also arrange for the child to have one or more additional visits to the College in the summer term as appropriate as part of the Enhanced Transition programme. In addition, as part of the usual Year 6/7 transfer arrangements set up by the College, the Head of Year 7 or another teacher visits all primary schools to meet with children and their teachers and information is also passed to the College from primary schools. If through this we hear about children whose needs we were not aware of before, we will contact the primary school to find out further information.

• Moving from KS3 to KS4

When students have learning needs, students and parents/carers about have the opportunity to talk through possible options that will best meet the young person's needs in terms of their strengths, areas of difficulty and aspirations for the future.

• Post 16 Education

Students have opportunities to talk to our Careers teacher/Independent Careers Advisor.

In addition to more formal interviews, drop-in lunchtime sessions are available, and these staff will also help with applications to other colleges. Should the student think they might like to return to S. Augustine's Sixth Form, this option will be explored with them too. If the student has a statement or an Education, Health and Care Plan, they will also have a SEND Lead Worker assigned by the Local Authority who will work with the student and their parents/carers to ensure the transition to this next phase is as smooth as possible.

We will share information with the school, college or other setting the student is moving to. We will agree with parents and students which information will be shared as part of this.

7. Our approach to teaching and supporting students with SEND

By creating a culture which is inclusive by design, our aim is for:

- 1) The development of a whole-College focus on 'Inclusion' that reflects our Catholic Lasallian values, where all students regardless of SEND & SEMH, are challenged and supported with the highest levels of expectation to maximise their potential.
- 2) The development of a high-quality curriculum which is accessible to all and is sequenced in a way that inspires and challenges students of all abilities to make progress and to maximise their potential.
- 3) The development of effective teaching skills which makes the curriculum accessible to all, so as to promote through an effective use of assessment, a love of learning, that inspires independence for life-long learning

(College Improvement Plan 2022-23)

Students with SEND are included in mainstream lessons wherever possible. Teachers are responsible and accountable for the progress and development of all the students in their class. High quality adaptive teaching is our first step in responding to students who have SEND. This means that, with the support of the Learning Support Department, teaching will be adapted where needed for individual students' needs. Information about the SEND needs of students is shared with teachers via Class Charts. This information may include a student's Learning Passport which highlights the essential information about a student's strengths, barriers to learning and strategies to use when supporting them in their learning. If a student has an EHCP or a My Support Plan, these confidential documents are also available on-line via Class Charts and accessible to all staff working directly with students in the college.

Alongside the whole school curriculum, we offer the Learning Support Intervention Curriculum aligned to the need of the students within our college. This may include, but is not limited to, the following:

- Small group literacy/numeracy intervention matched to students' specific needs and levels of attainment.
- Speech and Language sessions, usually 1-1 and working in collaboration with the Speech and language Therapist.
- Social communication groups for small groups focusing on particular needs such as building friendships, life skills or managing thoughts and feelings.

- Thrive – including personalised action plans or small group action plans delivered by our Thrive trained Teaching Partner.
- ELSA Interventions to support the development of students' emotional literacy.

In addition to our Learning Support Intervention Curriculum, we also offer additional support to enhance student's curriculum or to address specific needs. This may include, but is not limited to, the following:

- Key Adult Support – a point of contact in school for students and parents/carers
- Mentoring
- Small group work supporting students Mental Health delivered by members of the Pastoral team, college counsellors, the school nurse and relevant external agencies.
- Touch typing
- Spelling groups
- Reading Buddies
- Homework club
- Teaching Partner support for learning in lessons
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

Further information about the adaptations to the accessibility of the College can be found in the College's Accessibility statement <https://www.staugustines.wilts.sch.uk/parents/college-policies/>

8. Additional support for learning

We work with the following agencies to provide support for students with SEN:

Wiltshire SEN Support Services provides specialist support services, including:

- Sensory Impairment - Physical or Medical
- Sensory Impairment - Visual
- Sensory Impairment - Hearing
- Educational Psychologist
- Educational Welfare
- Speech and Language therapy
- Social Communication

Wiltshire Children's Community Services which includes:

- Speech and Language Therapy
- Integrated Therapies
- The School Nurse
- Community Paediatrics
- CAMHS

9. Securing equipment and facilities

Equipment and resources for SEND are bought from the annual budget provided to the department.

Decisions are made by the SENCO who seeks advice from other members of the department or teachers where necessary.

There are a range of resources to support a wide variety of needs and effective interventions available for a variety of identified needs. The SENCO, teachers and Teaching Partners develop or buy resources for specific students to use according to need and within the necessary budgetary constraints.

Specialist equipment is available from Wiltshire SEND Services to support Sensory or Physical Impaired students as required.

The governing body works with the Headteacher and SENCO to determine the necessary budget provision each year according to the children's needs. The Blue Room, which is the main SEND base, meeting rooms and corridors provide areas that may be used for intervention groups and are in constant use by teachers, teaching partners and outside agencies.

10. Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for students with SEND through:

- Annual Reviews of EHCPs and My Support Plan Reviews
- Data tracking and monitoring of outcomes through SISRA
- Teacher and Teaching Partner feedback
- Monitoring and tracking of interventions using Provision Map
- Students voice
- Assessment of all students' reading and spelling progress at the start of Year 7 and the end of Year 8 and more frequently for those who experience difficulty in these areas and have therefore had appropriate interventions
- Learning Walks, Work Samples, Lesson Drop Ins

In line with other departments in the College the SENCO completes a Self-Evaluation Form which both looks at specific departmental issues and checks that the objectives and performance of the department cohere with the College Improvement Plan.

The SENCO works closely with the SEND Governor to regularly review and where necessary make adaptations to accommodate new needs, endeavouring to offer a personalized approach whenever possible. We aim to ensure that the opinions of all stakeholders are heard and incorporated into practice where appropriate.

11. Enabling students with SEND to engage in activities available to those in the college who do not have SEND

The ethos of our College is fully inclusive and we always ensure that all young people have the opportunity participate in all activities offered by the College. Communication between parents and carers and the College is crucial to ensure this happens. We aim for our extra-curricular activities are available to all our students.

The Business Manager has the overview of the developing accessibility of the College for students with disabilities. She also works with the SENCO to produce evacuation plans for individual students where needed and they receive advice from Wiltshire Physical and Medical Specialist Support Service.

Further information can be found in the College's Accessibility statement:

<https://www.st-augustines.wilts.sch.uk/parents/college-policies/>

12.Support for improving emotional and social development

Supporting the development of students' emotional and social development is a whole school responsibility and as such every adult within the College has this responsibility. All teams within the school work closely together with a student focused approach to ensure that the right support is put in place at the right time.

The Pastoral Team, Tutors, Heads of Years and the SEND Team work closely together to ensure that students are supported throughout their school week. Where necessary referrals will be made to external agencies to access more specialist support if this is needed

Two Break and Lunchtime Clubs are available within the Learning Support area, staffed by the Learning Support Team is open to those who need a safe space for developing social skills and relaxing in a highly supervised environment.

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The measures taken to prevent the bullying of all students, including those with SEND, are outlined in the antibullying and harassment policy. <https://www.st-augustines.wilts.sch.uk/policies>

13.Working with other agencies

Involvement with any outside agency will be done after consultation between the college, student and parents in order to meet the student's needs and support their family.

We use **Wiltshire's Digital Assessment and Referral Tool (DART)** to refer for specialist support from the Local Authority such as the specialist SENSS Service.

We use **Virgin Care's Request for Support from Wiltshire Children's Community Services** which allows referrals to

- Speech and Language Therapy
- Integrated Therapies
- The School Nurse
- Community Paediatricians

We make direct referrals to relevant external agencies, in line with the application of our Child Protection Policy and recognizing that SEND students constitute one of the particularly vulnerable groups that can often require a more specialized evaluation of their needs.

Our also work with our link Educational Psychologist who works for the Local Authority holding surgeries three times per year.

14.Complaints about SEND provision

Complaints about SEN provision in our college should be made to SENCO in the first instance. If the matter is unresolved it will then be referred to the college's complaints policy.

<https://www.staugustines.wilts.sch.uk/parents/school-policies/>

The parents of students with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that our college has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services
- **Contact details of support services for parents of students with SEND**

Details of support Services for families can be found on the Local Offer website or be signposted in a conversation with the college Learning Support or Pastoral teams. <http://www.wiltshire.gov.uk/local-offer-secondary-advice-support>

- **Contact details for raising concerns**



Concerns can be raised with the SENCO hodgesr@st-augustines.wilts.sch.uk, Form Tutor, Head of Year or Head of Pastoral Support heh@st-augustines.wilts.sch.uk

- **The local authority local offer**

Our local authority's local offer is published here: <http://www.wiltshire.gov.uk/local-offer>

15. Monitoring Arrangements

This policy and information report will be reviewed by the SENCO and Governor with responsibility for SEND **every year**. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.

Signed by:	 Headteacher  Chair of Governors
Date:	February 23
Next review date:	February 24