



St Augustine's Catholic College

SEND Information Report

OUR TEAM

Mr David Forster	Head Teacher	forsterd@st-augustines.wilts.sch.uk
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Mrs Rachael Hodges	SENCo	hodgesr@st-augustines.wilts.sch.uk
Mrs Juliet Knollys	Specialist SEND Teacher	knollysj@st-augustines.wilts.sch.uk

Teaching Partners:	Mrs Michelle Crocker	Miss Carline Denys	Mrs Eileen Farrell
Mrs Sharon Gant	Mrs Angela Hall	Mr Adam King	Mrs Carla Laver
Mrs Ewa Kaczorek-Mahey	Mrs Sara Moore	Mrs Carole Robards	Mrs Alison Robbins
Mrs Shirley Roughly	Mrs Sue Staffer	Mrs Julie Uncles	Mrs Mariana Wilkes-Noe

1. 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.
2. 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
 - Thrive
 - Emotional Literacy
 - Attachment and trauma awareness

WHAT KINDS OF SPECIAL EDUCATIONAL NEEDS AND DISABILITIES ARE SUPPORTED AT ST AUGUSTINE'S?

3. 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

HOW ARE STUDENTS WITH SEND IDENTIFIED AND HOW ARE THEIR NEEDS ASSESSED?

4. 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
5. This may include progress in areas other than attainment, for example, social, emotional and mental health development.
6. Slow progress and low attainment will not automatically mean a student is recorded as having SEN.
7. 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.

CONSULTING AND INVOLVING STUDENTS AND PARENTS

8. 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' concerns
 - Everyone understands the agreed outcomes sought for the child
 - Everyone is clear on what the next steps are
9. 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 SEN support.

ASSESSING AND REVIEWING STUDENTS' PROGRESS TOWARDS OUTCOMES

10. We will follow the graduated approach and the four-part cycle of assess, plan, do, review.
11. 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.
12. 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.

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. 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.

13. 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.

Our approach to teaching and supporting students with SEN

14. Students with SEN are included in mainstream lessons wherever possible. Teachers are responsible and accountable for the progress and development of all the students in their class.
15. High quality adaptive teaching is our first step in responding to students who have SEN. 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.

16. 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.

17. 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.

18. Further information about the adaptations to the accessibility of the College can be found in the College's Accessibility statement on our website www.st-augustines.wilts.sch.uk

ADDITIONAL SUPPORT FOR LEARNING

19. 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

SECURING EQUIPMENT AND FACILITIES

20. 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.
21. 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.
22. Specialist equipment is available from Wiltshire SEND Services to support Sensory or Physical Impaired students as required.
23. 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.

EVALUATING THE EFFECTIVENESS OF SEND PROVISION

24. 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
 - 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
25. 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.
26. 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.

ENABLING STUDENTS WITH SEN TO ENGAGE IN ACTIVITIES AVAILABLE TO THOSE IN THE COLLEGE WHO DO NOT HAVE SEN

27. 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. All our extra-curricular activities are available to all our students. All students are encouraged to go on our residential trips.
28. No student is ever excluded from taking part in these activities because of their SEN or disability. Additional staff may be assigned to a trip to ensure that the needs of specific students are met. If a student is especially anxious, we do our best to prepare them in advance for the trip and then to ensure that a specific member of staff will oversee their wellbeing on the trip. If the student has a physical disability which will make challenging for them either the transport, e.g. getting on and off coaches or the object of the trip, e.g. accessing a theatre, we work with the other parties involved as well as the parents/carers to ensure that the best possible solution can be found.
29. 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.
30. The SENCO works with Department Heads to ensure that, as far as possible, students for whom stairs are difficult are taught on the ground floor or in one of the buildings where lifts have been installed. An additional automatic door and another ramp have been put in and there are disabled toilets in main buildings.
31. Further information can be found in the College's Accessibility statement on the college website www.st-augustines.wilts.sch.uk

SUPPORT FOR IMPROVING EMOTIONAL AND SOCIAL DEVELOPMENT

32. Pastoral support at St Augustine's is a particular strength of the school. Teachers, Teaching Partners and Heads of Year play a pivotal role in identifying and supporting vulnerable children, both with and without SEN/D. Weekly meetings of the pastoral team (Assistant Head, Pastoral support workers, Heads of Year) Chaplain & SENCO identify students who appear vulnerable or who may have undiagnosed needs in the above areas and ensure that vulnerable students are identified, and that appropriate support/provision is put in place as swiftly as possible.
33. We provide extended pastoral support for students to improve their emotional and social development in the following ways:
 - There are always opportunities for students to talk with members of the Learning Support Team. Students with EHCPs and some others who are especially anxious will have a key worker from the SEN department who will meet with them regularly; this is often the time when the student feels able to raise specific concerns.
 - In addition, we have two Pastoral Support Workers and a Chaplain, and they are available for students to talk to as are the student's tutor and Head of Year.
 - For issues of a longer-term nature, the college has a counsellor and school nurse; referrals are arranged through the Pastoral Support Officers.

- Break Lunchtime Club is staffed by the Learning Support Team is open to anyone, not just those with SEN and provides a valuable and safe space for developing social skills and relaxing in a highly supervised environment.
 - appointments for emotional and mental health well-being sessions
 - Focus support groups to address various needs
 - Motiv8
 - Behaviour Suite which is staffed by members of the pastoral team where all students have the opportunity to reflect on behaviour choices and plan forward if their behaviour in class has presented challenges to themselves and others
 - Bullying helpline
34. The measures taken to prevent the bullying of all students, including those with SEND, are outlined in the antibullying and harassment policy on the college website www.st-augustines.wilts.sch.uk

WORKING WITH OTHER AGENCIES

35. 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.
36. We use **Wiltshire's Digital Assessment and Referral Tool (DART)** which has been developed to simplify the way information about a student is gathered and used to assess their needs or refer for support from the Local Authority. DART facilitates
- Holistic assessment of needs and risks faced by students and their families
 - A recommendation about the level of need or risk a child is facing, to support professional judgement
 - Recommendations regarding potential actions professionals can take to students including referrals to Wiltshire SEN Support Services, Family Keyworkers, Young Carers and Mentoring Services
 - Electronic referrals or CAF assessments
 - Electronic Multi Agency Safeguarding Hub (MASH) referrals
 - Basic support for virtual Team Around the Child management and secure information sharing.
37. 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
38. We also 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.

COMPLAINTS ABOUT SEN PROVISION

39. 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. www.st-augustines.wilts.sch.uk

40. 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 SEN

41. 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.
<https://www.wiltshire.gov.uk/local-offer-secondary-advice-support>

Contact details for raising concerns

42. 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

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

MONITORING ARRANGEMENTS

44. 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:	 Headmaster
Date:	July 2021
Next review date:	July 2022