

St. Augustine's SEN information report 2017

As part of the SEN and disability code of practice: 0 – 25 years, every school is publishing information which should be helpful to parents and students. This information will be updated at least annually. Much of this information will form part of the College's SEN policy which can be found in the Policy Documents section on the school web site.

This information report will take the form of questions and answers.

1. What kind of special needs are provided for in St. Augustine's?

- St. Augustine's has experience and expertise in supporting students with a wide range of SEN including:-
 - Autistic Spectrum Condition
 - Specific Learning Difficulties such as Dyslexia, Dyspraxia and Dyscalculia
 - Speech, Language and Communication Difficulties
 - General cognition and learning needs
 - Physical difficulties and medical needs
 - Sensory difficulties such as hearing impairment and visual impairment
 - Social, emotional and mental health needs

2. How are young people's needs identified and assessed?

- Many children's needs have already been identified at home or at previous schools and with regard to ASC in particular diagnoses may have already been made. In the case of some children we will have been in touch with the parents and previous schools initially in year 5. In other cases most communication with the primary school and parents will be in year 6 when we receive any relevant information about the child's needs.
- Once children are settled at our college, we carry out our own assessments including reading and spelling tests and Cognitive Ability Tests. In addition to this, teachers, teaching partners, parents and children themselves may contact the SENCO, Mrs. Louise Pyper, at any time in the young person's career at the College to raise concerns, either by ringing the college office or by e-mailing her: lpyp@st-augustines.wilts.sch.uk

3. What are the arrangements for consulting parents/carers of children with SEN and involving them in their child's education?

- 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 teacher to discuss the outcomes we wish to work towards and how we may all work together on this. These conversations can take place by a booked telephone slot if this is easier for the parent. In addition there are the regular Parents' Evenings where appointments can be made with the SENCO.

4. What arrangements are made for consulting young people with SEN and involving them in their education?

- Discussions are held with the children, with their key worker where appropriate, and their views will of course be recognised in any plan.

5. What are the arrangements for assessing and reviewing children's and young people's progress towards outcomes, including the opportunities to work with parents and young people as part of assessment and review?

- As part of any review and planning we clearly look to the views of the pupils and their parents/carers in assessing where things are and planning the next steps. We are increasingly looking to develop the opportunities for young people to be more actively involved in this planning and for parents and carers to be as actively engaged as possible in working towards agreed outcomes.

6. What are the arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood?

- Moving to secondary education is clearly a time of great anxiety both for children and parents/carers. 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 since the transition review in yr. 5. Further contact through meeting with parents and the primary school happens in most cases in year 6 and the child's Key worker is included wherever possible. 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 yr. 6/7 transfer arrangements set up by the College, the Head of Year 6 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.
- When young people are moving from KS3 to KS4, which can be a difficult time of decisions and worries, the SENCO will talk with students and parents /carers about possible options that will best meet the young person's needs in terms of their strengths, areas of difficulty and aspirations for the future. Within the parameters of what is offered by the College, she will do her best to develop a programme that meets the students' needs and wants in all these respects.
- When students are planning their post 16 education, they have opportunities to talk to our Careers teacher, Mr. Holbrook,, who may have been working with them in earlier years and also to our Independent Careers Advisor, Mrs. Wills. 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 6th. 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 an SEN 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.

7. What is the approach to teaching children and young people with SEN?

- The main thing is that the subject teacher is responsible for teaching all students in their class in the way that best meets their needs. In line with the Code of Practice we believe strongly in this principle and working with teachers and teaching partners to help them with this is a priority of the Learning Support department. We do not have any separate "unit" and all students are in mainstream classes for most of their time. Sometimes there will be a Teaching Partner in the class who will be able to support the students in their learning.

The LS department produces a booklet at the start each year which highlights students' needs and suggests individual ways forward; using this helps all members of staff when working with individual students in or out of class so that they may best meet their needs.

8. How are adaptations made to the curriculum and the learning environment to support children and young people with SEN?

- The subject teacher is responsible for differentiating lessons and there are many ways that this can be done. It might mean giving a student a printed handout so they can pick out the main learning points rather than the teacher asking them to write them down themselves; it might involve grouping students in a particular way so that they can use different strengths on a joint task; it may be that there are different tasks from which to choose so the student feels empowered or it may be that a student needs specific prompts or visual directions or cues to help them stay focused.
- Some students are withdrawn from mainstream classes to work with the SENCO or Learning Support teacher for an hour a week on a specific programme e.g. literacy or social communication skills or to be part of a group finding out more about aspects of Autism such as anxiety. We have found that these interventions are most successful when they run for a fixed time span, usually 10-12 weeks, and the parents are always notified that we wish to do this and have the opportunity to discuss the issue.

9. What is the expertise and training of staff to support children and young people with SEN?

- The SENCO Mrs. Louise Pyper has been teaching students with SEN for 36 years. In addition to mainstream secondary and middle school experience, this includes 16 years teaching in special schools, mainly with students with Autistic Spectrum Condition and related issues. The Learning Support teacher, Mrs. Carol Clark, has a similar background in mainstream and special schools with Dyslexia and general learning difficulties being her particular specialisms.
The Teaching Partners (TAs in other settings) have a wide range of experience and expertise working with students with SEN. All are qualified to HLTA, NVQ Level 3, or teacher level. As a department we meet formally when possible to share and develop skills in one specific area. In addition we collaborate on a daily basis to explore ways of moving on when a particular child or situation is causing concern.
- There are several ways that we try to enable other teachers to develop their expertise. The SENCO and LS teacher regularly deliver training to other teachers. The SENCO also works with teachers new to the college, which will include newly qualified teachers, giving them some guidance about educational needs they are likely to encounter when working with students in the College. This happens in either term 1 or 2. The SENCO is part of a regular cycle of teachers who, on a weekly basis, give a short information-based talk to all teachers.
Any other possibilities for development and training are always explored and taken up where appropriate and possible. Recently we had whole school training for teachers from an Educational Psychologist from the local authority looking at ways of encouraging independent learning in students with additional needs.
An advisory teacher who works with students with visual impairments has also recently trained a group of teachers for whom this is specifically relevant.

- In working with individual students, if they are experiencing significant difficulties which we do not seem able to address effectively, we can ask for advice from an Educational Psychologist from Wiltshire Council and in certain circumstances she may be able to meet with the student either to assess them or to suggest some ways that we might try to work with them.
We can also make referrals to other agencies, such as the Speech and Language Service, if that seems appropriate.

10. How is the effectiveness of provision evaluated?

Students' progress is tracked through specific assessments at the beginning and end of any literacy intervention and there are also yearly reading and spelling assessments for any child that showed a difficulty in yr.7, so we can see if and when further interventions are needed. In addition termly progress grades produced by subject teachers provide useful evidence of general development and may highlight whether specific skills learnt are being generalised and whether there are issues here that need to be addressed.

If interventions are in the communication area, there are no specific assessments but progress is discussed and noted within the department and in consultation with other staff.

11. How are children and young people with SEN enabled to engage in activities available to those who do not have SEN?

- The ethos of our College is fully inclusive and we always try to ensure that all young people have the chance to develop through any context that they like. We have had particular success in recent years within music but this is by no means the only area.

12. What support is available for improving the emotional and social development of students with SEN, including pastoral arrangements for listening to the views of students and measures to prevent bullying?

- At lunchtime every day, there is a room which is staffed either by the SENCO or 2 Teaching Partners where children can play board games, do crafts or read and chat. This 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. Many children like to come in yrs. 7 and 8 and then move off as they gain more confidence.
- In addition to there being a strong pastoral system in the College in general, children with SEN will often talk to their key worker or another TP or one of Learning Support teachers. Outside of the department we have a Pastoral Support Worker and a Chaplain and they are also people to whom children often choose to talk. Discussions between all the members of the Learning support Department, the Pastoral team and the Chaplain are frequent. If there are issues of a longer term nature, the school has a counsellor; referrals to see her are arranged through the Pastoral Support Worker.

13. How does the College involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations in meeting children and young people's SEN and supporting their families?

- Involvement with any outside agency will be done after consultation between the college and parents. If it seems that more than one agency is needed, a Common Assessment Framework (CAF) might be needed to make sure that all needs are covered. In the case of

one specific area of help being needed, e.g a referral to the speech and Language Therapy service, a single referral can be completed.

If there are concerns about a child possibly being on the autistic spectrum, we may ask you to speak to your G.P. as this needs a medical diagnosis; they are then likely to contact us to ask for specific input from our perspective. Similar procedures will be followed if we feel a child may need to be referred to the Child and Adolescent Mental Health service (CAMHS). There may also be cases where we encourage students and parents /carers to make contact with Young Carers or we will always be happy to help with this.

If you have any further queries which are not covered here, please contact Mrs. Pyper.