

## St Augustine of Canterbury Catholic High School

### SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)

#### INFORMATION REPORT 2023-2024

#### Welcome message

St Augustine of Canterbury Catholic Academy aims to meet the needs of all students and has a whole school approach to special educational needs and disabilities (SEN/D). We provide effective opportunities for all students by responding to the different ways in which students learn. We believe in setting suitable learning challenges and overcoming barriers to learning.

Our SEN/D provision is co-ordinated by the Special Educational Needs and Disabilities Co-ordinator (SENDCo) and Learning Support team and follows Department for Education (DfE) definitions and guidance. It reflects our statutory duties introduced by the Special Educational Needs and Disability code of practice 2014 and Disability Discrimination Act 2005. Sensitive attitude is always shown towards all students. We seek support from the local authority for EAL.

As a department and a whole school, we have a desire that every child reaches and exceeds their potential, socially, emotionally, and academically and use a range of strategies to achieve this.

Mr John Mannion  
(SENDCo)

#### Mr John Mannion (SENDCo)

### 1. What kinds of Special Educational Needs and Disabilities does the school provide for?

St Augustine of Canterbury aims to provide an inclusive learning environment. We currently support students with:

- Cognition and learning needs, such as dyslexia.
- Communication and interaction needs.
- Sensory needs, such as hearing or sight impairments.
- Physical disabilities
- Social, emotional, and mental health needs, such as anxiety.
- Medical needs which may be considered SEND due to their impact on learning and provision.

The school data which follows is accurate as of September 2022. For information regarding SEND national please click here; [Special educational needs and disability \(SEND\) and high needs - GOV.UK \(www.gov.uk\)](https://www.gov.uk) for local authority information please click here [SEND \(sthelens.gov.uk\)](https://www.sthelens.gov.uk)

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At St Augustine of Canterbury, 18.3 % of all students are known to have Special Educational Needs and / or Disabilities (SEND). 11 students (2.1%) of all students have EHC Plans. Whilst an additional 8(1.5%) of all students have additional funding. These statistics are about national and Local Authority averages.

Percentages of students with SEND within each category of need are as follows:

| Category of Need                          | SEPT 2023 |
|-------------------------------------------|-----------|
| Cognition and Learning Needs              | 48%       |
| Communication and Interaction Needs       | 13%       |
| Sensory and Physical Disabilities         | 2%        |
| Social, Emotional and Mental Health Needs | 37%       |

## 2. How does the school know if my child needs extra help and what should I do if I think my child may have special educational needs?

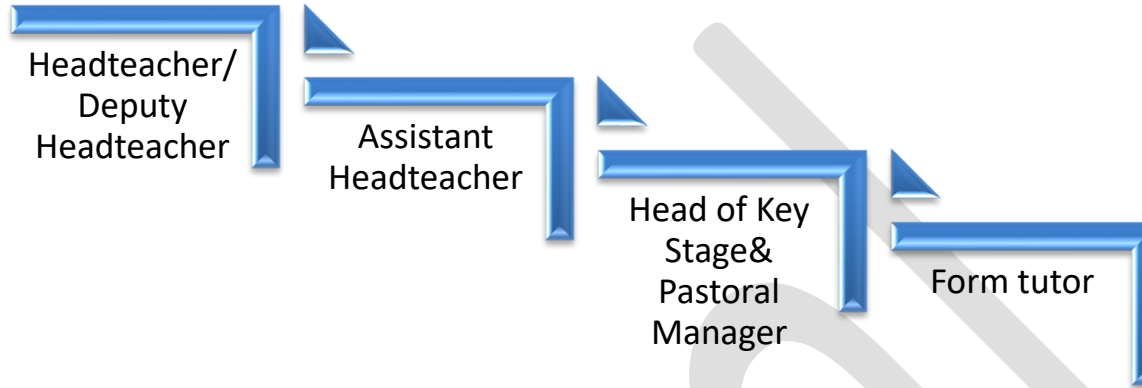
We work closely with your child's primary school to ensure all relevant transition information is gained so that we have an accurate picture of your child and any additional needs they may have. For children with additional education needs we discuss with primary schools the current provision and what works well to try to ensure a smooth transition to St Augustine of Canterbury. This is also the case with in-year transfers and student coming from other schools and authorities.

In some cases, a student without previously identified SEN/D will not make adequate progress and consult the SENDCo about their concerns. A pastoral manager and/or class teachers may also raise concerns about a student. The Learning Support Team will arrange monitoring, assessment and observation as needed, and if appropriate will arrange for further testing or referrals.

The school will refer to external agencies for assessment or diagnosis as appropriate following consultation with parents / carers. If parents have any concerns, they can raise these by contacting the SENDCo or pastoral team at any time.

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### 3. What are the schools pastoral structures?



### 4. How will both you and I know how my child is doing?

The progress of all students is monitored regularly and effectively. Subject teachers report on effort and attainment frequently. Furthermore, intermediate, and full reports are sent home. Parents and carers will receive one full written report per year and two interim reports. In addition, a Parents / Carers Evening takes place once a year for each year group. Parents and carers may request individual information at other points of the year if the need arises. Your child's Form Tutor oversees their pastoral needs and well-being, with the support of a Head of Year and Pastoral Manager.

The SEND Coordinator, Head of Year or Pastoral Manager will contact you directly to discuss your child's progress and well-being. The information they discuss with you will be obtained from their Form Tutor, subject teachers, any external agencies / professionals who may be involved and through one-to-one meetings with students themselves. Annual coffee mornings for the parents / carers of students with SEND are held by the Learning Support department for discussions to take place with the SENDCO, Learning Support Assistants and other parents / carers in a more informal context.

The school also use software/applications which is accessible to staff, parent and students and gives an accurate picture of the child's current progress and whether they are on target.

For students with Education, Health and Care Plans (EHCP) and Additional Funding, annual review meetings are held, where their holistic progress over the year is reviewed. Your child's needs, provision and outcomes are discussed, and changes are made or applied for where needed.

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For all other students of SEND progress, attainment, assessment, and provision can be discussed by appointment with the SENDCo. Students with SEND will be given a

- Pupil Passport Review
- Interim review
- Informal Coffee Morning

## 5. How will the curriculum and assessment systems be matched to my child's needs?

At Key Stage 3 students will study a full range of subjects. They will be regularly assessed in these subjects.

At Key Stage 4 students will study core subjects of English, Maths, Science, along with compulsory subjects of RE, PE and Computing. Students will be able to opt for other subjects. At the end of Key Stage 4 students will sit exams and be able to gain qualifications in:

- GCSEs
- Cambridge Nationals
- BTEC

Throughout Key Stage 3 and Key Stage 4 the school offers an individualised approach to the curriculum, making modifications and differentiates the curriculum when necessary.

At the earliest possible point Access Arrangements for exams will be made for students. This will be the student's normal way of working in exams. Access Arrangements include:

- Additional time
- A reader
- A scribe
- A laptop
- Rest Breaks

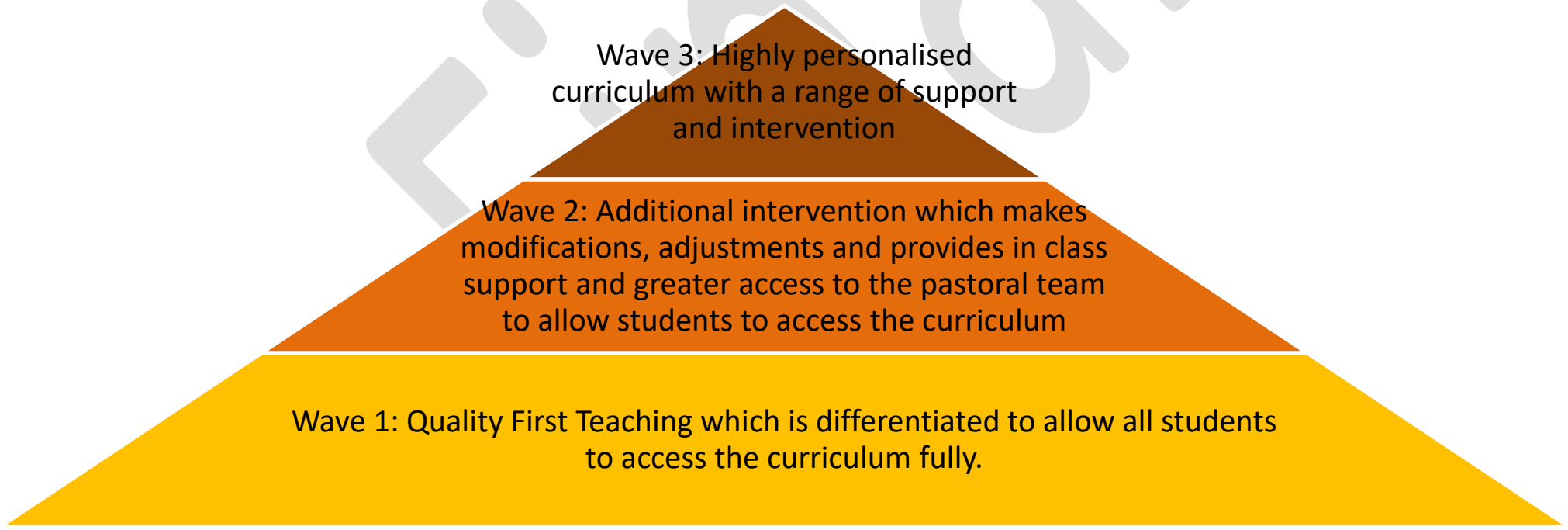
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## 6. How will school staff support my child?

- Teaching staff at St Augustine of Canterbury are supported to use Quality First Teaching throughout the curriculum which creates an environment that is not only best for students with SEN but for all students.
- Many classes have class teachers supported by TAs
- Where necessary students will follow a bespoke timetable.
- School will always make reasonable adjustments to support your child. Such as using a ground floor classroom for a student with mobility issues,
- The school has a highly staffed and robust pastoral team.
- Intervention takes place in small groups and 1:1 basis.

## 7. How is the decision made about what type and how much support my child will receive?

The school uses a graduated approach to supporting students. Students with SEND will access an increasingly supportive package dependent on their need.



Wave 3: Highly personalised curriculum with a range of support and intervention

Wave 2: Additional intervention which makes modifications, adjustments and provides in class support and greater access to the pastoral team to allow students to access the curriculum

Wave 1: Quality First Teaching which is differentiated to allow all students to access the curriculum fully.

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### **8. How will my child be included in activities outside the classroom including physical activities and school trips?**

At St. Augustine of Canterbury, inclusion is of the utmost importance. We offer a wide and diverse range of extra-curricular activities, and all students are encouraged to become involved. Where appropriate, students will be supported in doing so. School will make adjustments such as having clubs in lunchtime, getting LSA support for extracurricular clubs.

All students have equal access to school trips, regardless of ability or need. If parental input is required to ensure the wellbeing and safety of your child, this would be discussed with the trip leader in advance of the trip.

The safety and well-being of all students who take part in extra-curricular activities and school trips is considered through the creation of risk assessments. Where applicable, potential risks to students with special educational needs and disabilities are considered on an individual basis. For pupils with more specific needs, a trained member of staff will accompany them to ensure their needs are met.

### **9. What support will there be for my child's overall wellbeing?**

The school is a smaller than average school which means that students and staff are very familiar with each other. The school is split into 5-year groups (7-11), all year groups are supported by an individual Pastoral Manager (PM) and Head of Key Stage. They are in place to specifically work with the year they are assigned to. The SEN team and pastoral year teams work closely together to ensure that all our pupils' needs are met. Pupils are encouraged to speak to their form tutor or PM with any concerns or issues.

The school has a robust approach to ensure students attend as regularly as possible. Systems are in place to ensure that all students are registered when they arrive at school. Any absence is followed up quickly by support staff. The school has an attendance officer that supports attendance.

If students require medication, then the school has a comprehensive medical policy to support students with medical needs.

We have breakfast, break, and lunch clubs to give care during this free time.

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### 10. What specialist services and expertise are available at or accessed by the school?

We can make referrals to:

- Community Paediatrics
- EWO (Education Welfare Officer)
- Occupational Therapy
- Neurodevelopmental Pathway (Language and Social Communication, including ASD)
- Education Psychology
- CAHMS (Child and Adolescent Mental Health Service)
- EAL (English as an Additional Language) service
- LASC (Language Autism and Social Communication) Team

### 11. What training have the staff supporting children/young people with SEND had?

Relevant Special Educational Needs and Disabilities training takes place through our INSET Programme. All staff participate in training on Safeguarding and Child Protection. Staff have received training on how to identify SEND and support students with SEND and developing classroom practise for students with SEND led by the SEND Coordinator. The staff have also had external training on autism spectrum disorder (ASD) We have a team of experienced LSAs, who have received training through the inclusion development programme and CPD.

We access training from specialist support services in order to address individual needs on a case-by-case basis.

### 12. How accessible is the school environment?

At St. Augustine of Canterbury, we make reasonable adjustments for the admission of disabled pupils and take steps to prevent disabled pupils from being treated less favourably. If a classroom is not fully wheelchair accessible, alternative classroom arrangements are arranged and there is access to the Learning Support room. Some changing and toilet facilities are accessible. If your child requires the use of specialist equipment and / or facilities to support their SEND, or improvements in the auditory and visual environment, you can liaise with the SEND Coordinator. We can communicate with families whose first language is not English and, if necessary, we have access to translators. Further details are available upon request.

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## 13. How are the parents/carers and students themselves involved in the School?

Parents are encouraged to take an active part in their child's education. There is a range of formal meetings for all students and students with SEN. These include parent's evenings, option evenings, Year 6 welcome evening. We also support informal occasions such as Christmas fairs and parent's bingo. Parents have a range of communication methods with and from the school including, phone, email, and text. The school share information via text, phone call, email, letters home and social media.

Parents can also engage by becoming a school governor.

Students engage through pupil voice and through the school counsel who meet regularly.

## 14. How do you involve other agencies in meeting the needs of students with SEND and in supporting families?

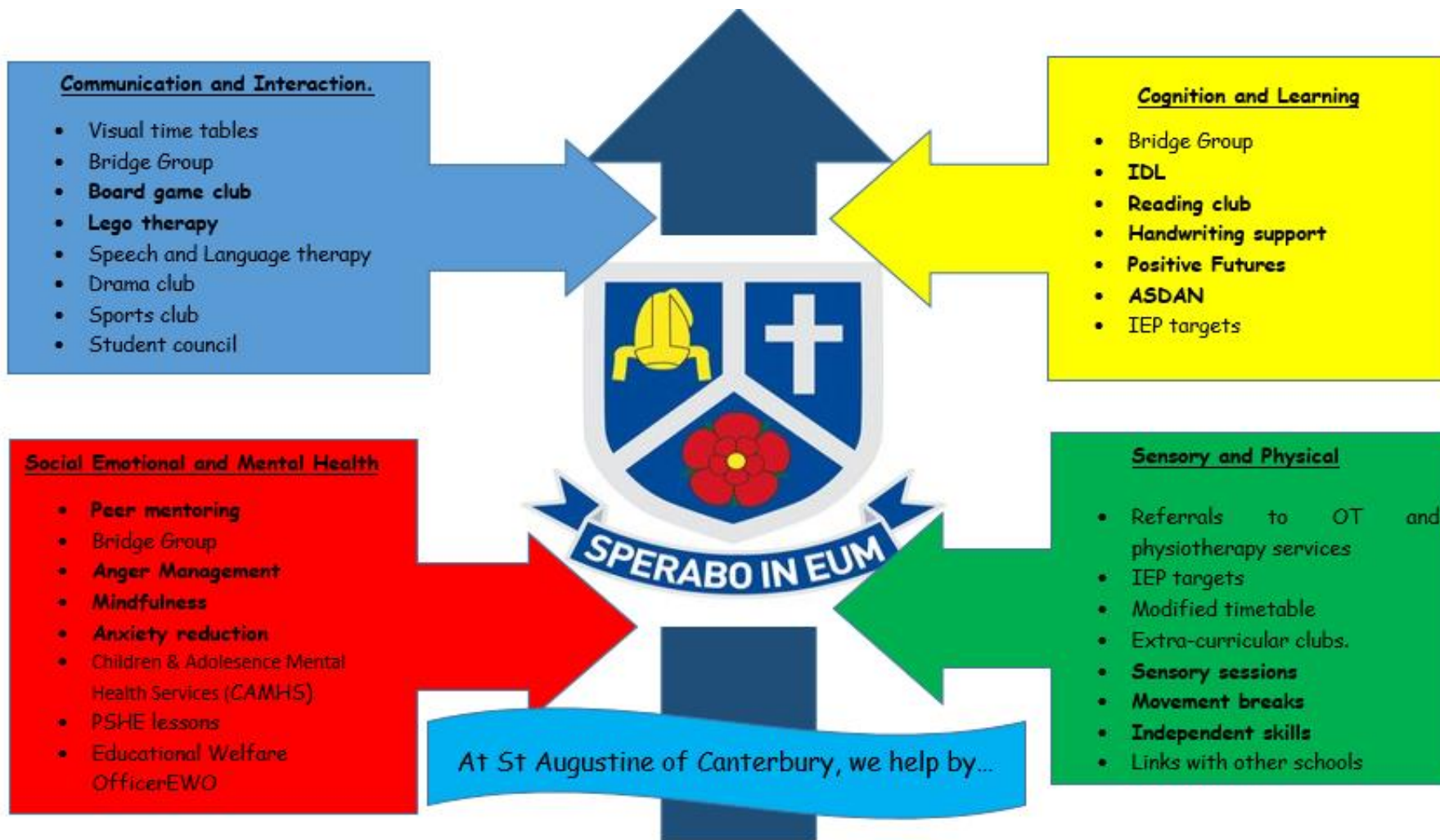
The school gains support for parents through a range of agencies including but not limited to:

- CAMHS
- Barbados
- Youth workers
- Social Services
- LASC
- SALT
- Educational Psychologist
- SEND Support team



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## 15. How can we help your child at St Augustine of Canterbury



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### 16. Who can I contact for further information?

Members of staff you may wish to contact:

- Your child's Form Tutor.
- Your child's Head of Key Stage or Pastoral Manager.
- SEND Keyworker
- Mr John Mannion (SENDCo).

### 17. How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

Pupil's transition from KS3 to KS4 will be put on a pathway with options suited for them. All pupils will be invited to attend an options evening where they have the opportunity to discuss options with class teachers. A meeting will be arranged for pupils and parents to speak to a member of staff regarding their options and advise accordingly. Careers and options advice are also given by Connexions.

For KS4 in to KS5 the school invites the following local colleges to give talks:

- St Helens College
- Winstanley College
- Carmel College
- Cronton Sixth Form

For students with SEND the SENDCo will arrange the following support.

- Students transition visit
- Transition meetings with college SENDCo
- Transition paperwork being transferred
- LASC referral for students with ASD

### 18. What other support is available?

Parents can gain a range of support from IASS (Information, Advice and Support Services) at St Helens Council  
<https://www.sthelensgateway.info/organisations/st-helens-helens-information-advice-support-st-helens-iass/>

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