



St Augustine of Canterbury Catholic Academy

SEND Policy

Written	September 2023
Next update	September 2024
Agreed by	

***F**riendship and Forgiveness*

***A**mbition and Adaptability*

***I**ntegrity and
Independence*

***T**rust and Tolerance*

***H**onesty and Humility*

The policy was written in September 2023 and complies with the statutory requirements laid out in the SEND Code of Practice 0-25 (January 2015). It was written by the SEND Co-ordinator, in liaison with the Senior Leadership Team and Governors.

Mr John Mannion: SEND Coordination

Mrs Giselle Lynch: Head teacher

Foreword:

St Augustine of Canterbury 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 Coordinator (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 shown towards all students at all times. 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)

The Purposes of St Augustine of Canterbury SEND Policy:

- To demonstrate our understanding that all teachers are teachers of every child/young person, including those with SEND.
- To show how the school implements making reasonable adjustments to integrate students with SEND into our teaching groups, whilst treating every student as an individual learner.
- To state our high expectations and desire to raise the aspirations of all students, including those with SEND.
- To show we have a clear intent to create a caring and stable environment for all members of our community, in which every person is respected as an individual with unique gifts, talents and ambitions, and is given the freedom and confidence to develop these.
- To ensure that St Augustine of Canterbury RC High School is compliant with the SEND Code of Practice, 0-25 guidance.

Definition of SEND:

Definitions of special educational needs and/or a disability (SEND) taken from section 20 of the Young Person and Families Act 2014.

A young person has a SEND (Special Educational Need or Disability) if they have a learning difficulty or disability which calls for special educational provision to be made for them. A young person of compulsory school age or a young person has a learning difficulty or disability if they:

- a) Have a significantly greater difficulty in learning than the majority of others of the same age
- or
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post16 institutions.

A young person under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

A young person must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Special educational needs may arise from one or more of the following four broad categories of need:

- Cognition and learning difficulties.
- Communication and interaction difficulties.
- Physical disabilities / sensory impairments.
- Social, emotional and mental health needs.

Students will **not** be regarded as having a *learning difficulty or disability* solely because:

- The language, or form of language, of their home is different from the language they will be taught in.
- They have a medical condition.
- Their attendance and/or punctuality is poor.
- They are in receipt of Pupil Premium Grant.
- They are a Looked After Child.
- They are the child of a Serviceman/woman.
- Their behaviour is poor.
- They are underachieving.

St Augustine of Canterbury's Commitments to SEND:

- We will do our best to ensure that the necessary provision is made for students with SEND.
- All staff will recognise their individual responsibilities in supporting students with SEND.
- The continuous cycle of 'Assess, Plan, Do, Review' will be integrated and will take account of the wide range of abilities, aptitudes and interests of the students.
- We will endeavour to ensure that our teachers are able to identify SEND.
- We aim to enable students with SEND to participate in all activities and opportunities available at St Augustine of Canterbury, so far as is reasonably practical and compatible with the provision of the child and the efficient education of the students with whom they are educated.
- We recognise the key roles of parents/carers in enabling children/young people with SEND to fulfil their potential.
- We fully appreciate the value of students' own voices and encourage them to actively participate in the organisation and implementation of their provision, especially at transition points.

Aims for SEND:

To ensure that all young persons have access to a broad and balanced curriculum including the National Curriculum in line with the Special Educational Needs Code of Practice, 2015. This curriculum should be appropriate to their needs, promoting high standards and the fulfilment of potential.

This should enable them to:

- Achieve their best.
- Become confident individuals living fulfilling lives.
- Make a successful transition into adulthood, whether into employment, further or higher education or training.

The quality of teaching for students with SEND, and the progress made by all students, is part of our whole school beliefs and values and therefore we expect all teaching and support staff:

To ensure the identification of all student requiring SEND provision as early as possible in their school career.

To ensure that young persons with additional needs and disabilities take as full a part as possible in all school activities and will not be placed at a disadvantage.

To ensure that parents of young people with SEND are kept fully informed of their young person's progress and attainment.

To ensure that young persons with SEND are involved, where practicable, in decisions affecting their future SEND provision.

Identification of SEND at St Augustine of Canterbury:

At St Augustine of Canterbury, we identify the needs of students by considering the needs of the whole child.

The purpose of identification is to work out the most appropriate course of action to take; it is not to fit a child/young person into a category or provide them with a label. St Augustine of Canterbury will consider the following in relation to the identification of learning difficulties or disabilities that may require special educational provision:

- Baseline Assessments.
- Reading tests.

- Subject-specific baseline assessment data.
- Information from primary school / previous school at point of transfer.
- Other subject-specific assessment data.
- Teacher observations.
- Samples of students' work.
- SEND Coordinator lesson observations.
- Referrals from appropriate external organisations.
- Referrals from Healthcare Professionals; Information from parents / carers.
- Disclosures from children / young people.

The triggers for intervention could be concern, underpinned by evidence, about a student who, despite receiving differentiated learning opportunities:

- Makes little or no progress, even when teaching approaches are directed towards the student's needs.
- Show signs or difficulty in developing numeracy or literacy skills, that result in poor attainment in some core curriculum areas.
- Continues to present social, emotional and mental health difficulties, which are not resolved by the pastoral support team employed at St Augustine of Canterbury.
- Has sensory and/or physical problems, and continues to make little or no progress despite the provision of specialist equipment.
- Has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.

A Graduated Approach to SEND Support and Provision:

It is recommended that the school use a graduated response, as outlined in the SEND Code of Practice, to help with the identification and management processes. This graduated approach takes the form of a four-part cycle (Assess, Plan, Do, Review) through which earlier decisions and actions are revisited, refined, and revised with a growing understanding of the student's needs and of what supports the student in making good progress and securing good outcomes.

Provision is identified and managed by the SEND Coordinator but will be planned and delivered by teaching staff. Our teachers understand that they are responsible for the progress and development of all students in their care, including those with SEND.

Different levels and methods of support are provided to enable our students to achieve adequate progress, in line with the National Strategies Three Waves of Intervention:

Wave 1: 'Quality First' teaching by all teaching staff for all students. This involves the effective inclusion of all students in high-quality, every day, personalised teaching.

Wave 2: If students fail to make adequate progress despite receiving 'Quality First' teaching, as identified by the SEND Coordinator through the factors outlined previously, then provision from within the school's resources will be identified and implemented to help meet their needs; evidence-based intervention.

Wave 3: If despite additional provision at Wave 2, students continue to fail to make adequate progress, the school will seek advice and involvement from external support services. They may be requested to: Provide specialist assessments; give advice on teaching strategies and resources; provide short-term support; provide training for staff.

Should it be identified that students require additional provision on a regular basis for an extended period of time, the school will apply for additional resources. The application will be evaluated against criteria established by St Helens Council.

If the interventions provided are not sufficient to enable the student to make adequate progress, and the student has demonstrated a significant cause for concern, the school, working with the parent / carer, may decide to request support from external agencies and services such as the Educational Psychologist. The SENDCo at St Augustine of Canterbury will coordinate with parents / carers and children / young people, as well as other agencies if appropriate, to assess if an application for an EHCP or additional funding is necessary and will lead on completing the necessary forms.

The Nature of SEND Support at St Augustine of Canterbury:

Our SEND Coordinator is responsible, on a daily basis, for coordinating support for students with

SEND. The strategies employed at Wave 2, Wave 3 and for students with statements of SEND

(until April 2018) or EHC plans are assessed and planned by; the SEND Coordinator, the

Leadership Team, the student's teachers, the student and the parents / carers. The strategies are then implemented and reviewed by the appropriate person(s).

Students may have a Pupil Passport created for them, which will record and reflect provision that is additional to, or different from, normal differentiated provision. Not all students with SEND will have a Pupil Passport, but the progress of all students with SEND will be closely monitored. Pupil Passports will be communicated in an electronic format, to all teaching staff via a secure SEND area on our school system; hardcopies will be made available to the child/young person and their parents/carers. It is the responsibility of individual subject teachers to act on the guidance outlined in the Pupil Passports. Contents of the Pupil Passports include:

- An overview of the students' needs
- Comments from the student
- Comments from parents / carers
- Comments from outside agencies (if relevant)
- Agreed outcomes
- Access arrangements information (if entitled)

All Statements of SEND, EHC Plans and students with additional funding will be formally reviewed at least once annually with the parents/carers, the child/young person, St Augustine of Canterbury and representatives from the local authority (if requested) to consider whether any amendments need to be made to the description of the student's needs or to the special educational provision specified in the plan. The annual review should focus on the effectiveness of the support in meeting the desired outcomes, as well as on difficulties that need to be resolved. The annual review in Year 11 will be particularly significant in preparing for the student's transition to adulthood.

The SEND Coordinator aims to meet with all students with SEND at least once per term to discuss their progress, well-being, and provision. If it is identified that students would benefit from more regular 1:1 time with the SEND Coordinator, they will be met with more regularly dependent on need and in line with the school's review system.

The SEND Coordinator may personally mentor students with SEND; may arrange for other appropriate members of staff to mentor students with SEND; may organise peer mentoring for students with SEND. The SEND Coordinator may also provide students with different learning resources/materials or specialist equipment to support them.

The SEND Coordinator will deliver INSET to teaching staff as required, for specific purposes or generic training. The SEND Coordinator will provide training for new colleagues and Early Career Teacher's (ECTs)

The SEND Coordinator will ensure open channels of communication exist between: students, parents/carers, form tutors, subject teachers, Head of Year, Pastoral Managers and the Leadership Team, whilst respecting the sensitivity of the information discussed and retaining a high level of confidentiality.

In some cases, external professionals and/or agencies may already be involved in supporting the child/young person. In such instances, it is good practice for these professionals to liaise with St Augustine of Canterbury and for information to be shared appropriately. In cases where St Augustine of Canterbury seeks the help of external support agencies, the agencies will require access to the student's records in order to establish which strategies have already been employed and what outcome is desired. The external specialist may act in an advisory capacity, provide additional specialist assessments or be involved in teaching/supporting the student directly. Parents/carers will always be contacted in advance of external agencies becoming involved in the support of their child/young person.

Students requiring special educational provision will have individual arrangements for school and public examinations tailored to their needs, in line with The Equality Act 2010. Applications will be made on behalf of the candidate to awarding bodies for reasonable adjustments in line with their needs.

Managing the Record of SEND Support:

As the SEND Code of Practice suggests that students are only identified as SEND if they do not make adequate progress once they have received intervention / reasonable adjustments and good quality personalised teaching, students will be added to St Augustine of Canterbury's Record of SEND Support at Wave 3.

Our Record of SEND Support is shared with teaching colleagues via a secure SEND area on our staff system. The SEND Coordinator is responsible for creating and updating the Record of SEND Support and ensuring its accuracy for censuses. Parents / carers will always be informed if their child / young person has been added to our record.

Our Record of SEND Support contains the names and form groups of students with EHC plans, statements of SEND (until April 2018) and students ‘receiving SEND support’. It also includes their broad category / categories of need and their entitlement to access arrangements, where relevant.

Should students begin to meet age-related expectations and make adequate progress as a result of our intervention / reasonable adjustments, and it is agreed by the school, parents / carers and child / young person that SEND provision is no longer required, then the student may exit our Record of SEND Support.

Roles and Responsibilities:

At St Augustine of Canterbury, the SEND Coordinator, teaching staff, support staff, pastoral managers, the Leadership Team and the SEND Governor understand their individual and shared roles in supporting children/young people with SEND:

Teaching Staff	SENDCo	SLT/SEN Governors
	Create and review, SEND Policy/ SEN offer/ Information report.	
	Manage SEN budget	
Identify SEND		
Devise appropriate provision for students		
	Coordinate provision for students	
	Provide advice information and training for staff	
Monitor the progress of students with SEND		
Be accountable for the outcomes of students		
Evaluate the impact of provision		

Please find further information on the roles and responsibilities of the SEND Coordinator and teaching staff in the table below. This is taken from our Staff Handbook:

Role of the SEND Coordinator	Role of Teaching Colleagues
<p><i>The SEND Code of Practice strongly reiterates the advisory and supportive nature of this role within school. The SEND Coordinator is responsible for coordinating provision for students with SEND.</i></p>	<p><i>Individual classroom teachers are ultimately accountable for the SEND students in their care. Their progress and welfare is the responsibility of every teacher; not solely the SEND Coordinator.</i></p>
<p>The SEND Coordinator must act to:</p> <p>Provide staff with details of students' SEND needs.</p> <p>Advise staff on how to support SEND students.</p> <p>Facilitate appropriate training and keep staff apprised of SEND-related developments.</p>	<p>Teaching colleagues must act to: Be aware of, and sensitive to, all SEND students in their classes.</p> <p>Make a discreet and confidential note of who these students and what their needs are. Plan appropriate provision and intervention strategies for SEND students.</p>
<p>Notify staff if students are entitled to special access arrangements.</p> <p>Involve staff in SEND assessment and review processes.</p> <p>Support concerns raised by staff who feel they may have identified young people with SEND.</p> <p>Produce Individual Education Plans for students with SEND (<i>in line with the graduated approach of 'Assess, Plan, Do, Review'</i>), and make such documents accessible to staff and parents.</p> <p>Update parents on the progress of their child and involve them in assessment and review processes.</p> <p>Allow young people with SEND to have a voice concerning their learning outcomes, provision and progress review.</p>	<p>Monitor the progress of SEND students carefully. Ensure activities during lessons are accessible to young people with SEND; they must be able to enjoy their learning and be challenged to the same extent as every other student. Take special access arrangements into account during class assessments; this does not only apply to examinations.</p> <p>Keep the SEND Coordinator apprised of the progress of SEND students, including any concerns, and provide the SEND Coordinator with information if requested.</p> <p>Notify the SEND Coordinator if any students are identified as potentially having SEND.</p>

Involvement of Parents/Carers:

St Augustine of Canterbury actively seeks to work with parents / carers and values the contributions they make. Parental views are recorded as part of the Annual Review procedures, where the child/young person has a statement of SEND or an EHC plan. Parents are encouraged to attend Parents' Evenings where their child's progress is discussed with subject teachers. Effective communication is achieved through regular contact with home either through letters, telephone calls or the student's planner. SEND questionnaires and feedback requests may be sent home to parents for consideration, and parent-voice is recorded on their child's Pupil Passport.

Involvement of students:

St Augustine of Canterbury acknowledges the student's role as a partner in her own education. Students with statements of SEND or EHC plans are actively encouraged to be involved in decision-making by attending all Annual Reviews; their views are recorded, valued and listened to as part of the review process. All students with SEND are involved with planning and reviewing both their outcomes and provision. Student voice is recorded on their Pupil Passports, and students may also be asked for feedback via SEND questionnaires and student-voice sessions.

External Support:

The school aims to work in partnership with other agencies in order to provide integrated support based on the needs of the student. The main external support agencies used by St Augustine of Canterbury include (this is not an exhaustive list):

- The Educational Psychologist
- St Helens council's SEN Advisory Service
- Healthy Young Minds (HYM; formerly CAMHS)
- Connexions Service for Young People
- The School Nurse
- The Educational Welfare Officer
- Occupational Therapy
- Physiotherapy
- Speech and Language Therapy
- Counsellors working within school
- Language, Autism and Social Communication (LASC) team

Complaints Procedure:

Initially, all complaints from parents/carers about their child/young person's provision should be made to the SEND Coordinator, who follows up with the relevant staff. However, if the parent/carer is not satisfied with the response given, they will be referred to the School Complaints Procedure (available on School Website or on request).

Policy Review Information:

Appendices and Related Policies:

- SEND Information Report (containing our contribution to St Helens council's Local Offer);
- Medical Policy
- Safeguarding Policy
- Behaviour Policy.