

St Augustine's C.E. High School & Sixth Form

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St Augustine's CE High School Special Educational Needs and Disability Policy

Introductory Statement

This Special Educational Needs and Disability (SEND) policy details how St Augustine's CE High School will do its best to ensure that the necessary provision is made for any student who has special educational needs and those needs are made known to all who are likely to teach and work with them.

St Augustine's CE High School will use its best endeavours to ensure that teachers and support staff in the school are able to identify and provide for those students who have special educational needs to allow them join in the activities of the school together with students who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision and the efficient education of the students with whom they are educated.

The staff and governors of St Augustine's CE High School will ensure that all student with SEND reach their full potential, are fully included within the school community and are able to make successful transfers between educational establishments. This policy aims to support all members of staff in providing positive whole school approaches towards the learning, progress and achievement of students with SEND.

All teachers are teachers of students with SEND. Teaching and supporting such students is therefore a whole school responsibility requiring a whole school response.

Meeting the needs of students with SEND requires partnership working between all those involved: Local Authority (LA), named key workers, school, parents /carers, students, children's services and all other agencies.

St Augustine's CE High School is committed to welcoming all students. Adjustments will be made when necessary and where possible to enable all students for whom our School is the best and appropriate placement, to access lessons and social time as freely as possible. Needs and adjustments will be considered on an individual basis.

Fundamental principles

St Augustine's CE High School aims to ensure that:

- Students with SEND will have their needs met.
- The views of the students are sought and taken into account.
- Partnership with parents / carers plays a key role in supporting their child's education and enabling them to achieve their potential and our school will endeavor to support parents /carers through the process of transition and adjustment.
- Students with SEND are offered full access to a broad, balanced and relevant education.
- Students with SEND have full access to all school activities.
- We work in partnership with external agencies to meet the needs of the student.
- There is a smooth transition at each transition stage for the student.
- Teachers are aware of the importance of early identification and of providing for students with SEND whom they teach.
- For any child with an EHC plan our school will work with parents and the student to help them fully understand the EHCP and draw up a profile that describes the student's needs and how they like to be supported so that it can be communicated quickly and easily to members of staff.

St Augustine's CE High School will:

- Ensure that the necessary provision for any student who has SEND is delivered.
- Ensure that parents /carers have good knowledge about the SEND provision that the school makes
- Ensure that teachers and LSAs in the school are aware of the importance of identifying and providing for, those students who have SEND.
- Ensure that a student with SEND joins in the activities of the school together with students who do not have SEND, if he/she wishes to.
- Ensure that all staff are aware of the students' needs and know how to best support them.

Definition of SEND*

- i. A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

- ii. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
 - a. has a significantly greater difficulty in learning than the majority of others of the same age, or
 - b. has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

(*Special educational needs and disability code of practice: 0 to 25 years.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

Identification

Before starting at our school

As soon as we know that students with SEND will definitely be attending our school we start finding out more about them so we can plan for their needs and ensure that they settle into our school happily and make good progress in lessons.

St Augustine's works closely with previous schools or educational settings and our SENCo/Assistant SENCo attend year 6 Annual Review meetings when possible. We are also running a 6 week Transition group programme and in some circumstances offer places at our year 6 into 7 Summer school. These programmes allow the school to get to know the students and help the individual students make a positive transfer from primary school. St Augustine's Transition and Year 7 team organises an Induction Day at the end of year 6 and beginning of year 7.

St. Augustine's strongly encourages students with a EHCP, parent/carers and primary SENCo/Key Workers to visit the school and talk to secondary SENCo prior naming the school. St. Augustine's also strongly encourages that primary SENCos invite the secondary SENCo to any year 6 review or transfer meetings.

St. Augustine's Staff to contact:

- Year 6/7 Transition Officer
- Pastoral Year Coordinator for Year 7
- SENCo

Whilst at our school

Students with SEND may be identified through the standardised assessments (i.e. CATs, DASH, WRATE 4 and Lucid Exact), teachers' observations, assessments, Speech and Language screen, target setting, parental / carers concerns, external agency concerns, or from the students own observations. All areas of concern are brought up at weekly the schools' Students Support Meeting, which is attended by the pastoral and SEND team.

All students' progress and achievement is assessed by teachers in every lesson. Academic achievement and progress information is collected for each student, usually half-termly, in order to ensure that all students are making good progress towards their targets.

The SEND and Literacy team may do other individual assessments with students to help guide and support provision or interventions. Students and parents/carers will be notified and informed of any assessments that are taking place.

Provision

Graduated response

St Augustine's CE High School will adopt a graduated response to meeting special educational needs. The Students Support Meeting is the formal start of any monitoring or provision. When a student is identified as having special educational needs, the school will intervene as described below through SEND support.

When St. Augustine's CE High School feels that extended provision is needed then we would advise parents/carers to ask for an Education, Health and Care (EHC) needs assessment which has replaced statutory assessment. St. Augustine's CE High School will follow the latest Code of Practice published by the government.

SEND Support

When students are identified as needing provision additional to or different from that provided as part of normal class activities they will be supported through SEND support. The triggers for intervention will be concern, backed by evidence, about a young person who despite receiving differentiated learning opportunities makes:

- Little or no progress even when teaching approaches are targeted particularly in a young person's identified area of weakness
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas;
- Presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques employed by the school;
- Has communication and /or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.

In some cases the decision may be taken by the SENCo in consultation with the parents/ carers and young person, to involve external support services provided by the LA and/or other agencies. These agencies will provide advice on the use of new or specialist strategies/materials. They may administer more specialist assessments that can inform the planning and measurement of the young person's progress. In some cases, they will provide support for particular activities.

EHC Plan

If students have an Educational, Health and Care Plan (EHC Plan), we as a school will ensure that we meet the needs and provision as outlined in the paperwork. Parents/carers are kept informed as to the provision provided by the SEND department and staff are always notified of needs and strategies to use with the student.

In-school provision

St. Augustine's CE High School offers a wide range of in-school provision to address the needs of individual students. Such provision can range from academic, social, emotional and behavioural support. The type, level and amount of provision is discussed at the Student Support Team meetings and is monitored by the Pastoral/SEND team. Students, parents/carers and all professionals involved with the student are informed of any provisions that are thought to be appropriate.

Some of the support that is provided inside St Augustine's included:

- Specialist Options and small group classes
- In-class LSA support
- School Counsellor
- Speech and Language small groups
- Learning Support Centre (LSC)
- Art therapist
- Learning Support Teachers in class support
- SLCN progression Tool
- Brent therapists
- Homework club
- Lunchtime/after school academic support sessions
- GCSE revision sessions
- Yr. 6 transition sessions
- Anna Freud therapist
- CAMHs and Me
- SRA corrective Reading
- Lunchtime Social Club
- Lego Club
- Manga/anima club
- Trampolining
- Nurture Group
- Reports
- Mentoring
- Breakfast Club
- Basketball club
- Post 16 support sessions
- Respond therapist
- Physiotherapist
- RESPOND Therapist
- OK Club
- Careers Advisor for Year 11 and Post 16
- Art Therapy
- Speech Therapists

- Princes' Trust/Work Skills
- QE2 Outreach Workers (Autism/SALT/visual impairment/DSP/OT)

Liaison and Involvement with Outside Agencies

As mentioned before the SEND Department supports a multi-disciplinary approach to maximise the educational provision for students with SEND. Many agencies and support services are able to help identify, assess and provide support for students with SEND. Such agencies and support services include a wide variety of specialist teachers and other professionals. The school has a named school nurse and a school based police officer.

The SENCo is the School's in house expert on how best to access the LEA's support services.

The support provided outside of St Augustine's:

- Child and Adolescent Mental and Health Services (CAMHS)
- Social Services; Child Protection Plan, Child In Need
- Educational Psychologist Service (EP)
- Family Support Workers (FSW)/ Early Help
- Diabetes Nurse
- Alternative Provision/TBAP (e.g. WEC, Beachcroft)
- Social Communication Clinic (CAMHS)
- Westminster Early help
- Brent speech and language therapists
- Bi-borough outreach team
- Working with men
- Psychosis nurse
- GREEN PLANIT project

The School may procure the aid of the above specialist services at any time that it is deemed appropriate, e.g. advice on the identification, assessment and effective provision of resources.

Co-operation between the School, LEA, health services and social services is vital if we are to secure the most effective assessment, intervention, deployment of resources and progress for students with SEND.

Child Protection and Safe Guarding

The SEND department has a duty of care to ensure that all of the students we work with are safe. If there is a concern, the SEND department will contact our school based Child Protection Officers immediately. Contact is made with the Social Services Department and Education Welfare Service when needed. Such contact and liaison is then maintained by the Child Protection Officers. Contact is also made where necessary through the Pastoral Support Team but monitored and overseen by

the Child Protection Officers. Both the education welfare service and social services departments co-operate with other agencies in order to produce workable action plans. Both services should also be able to encourage parental involvement in the resolution of any problems or difficulties.

Links with the Local Community

The School has supported local community organisations, charities and projects. Our Students with SEND are involved in a range of community activities through the Princes Trust Scheme and the gardening project.

Assessment and Review

Education, Health and Care (EHC) needs assessment

If a young person continues to demonstrate significant cause for concern despite interventions through SEND support, a request may be made for an Education, Health and Care (EHC) needs assessment and a local authority has 6 weeks to decide whether or not to carry out an EHC assessment.

Link for the 20 week process if an EHC Needs Assessment is agreed:

<https://www.westminster.gov.uk/sites/www.westminster.gov.uk/files/uploads/workspace/assets/publications/EHC-Pathway.pdf>

EHCP Reviews

EHCP reviews are taking place in school, for year 11s before the Christmas break and students in yr. 7 - 10 towards the end of the school year (between May-July). Parents / carers, student and involved professionals will be invited to consider the progress made by the student in achieving outcomes set and whether any amendments need to be made to the EHCP. The EHCP annual review paperwork is sent to the local authority within 2 weeks of when the EHCP annual review meeting.

Students participate in their EHCP Reviews by: attending their review meetings, offering their opinion and advice in the setting of outcomes and discussing their achievements/ aspirations / concerns / issues in advance of the review meeting with parents/carers or others as appropriate.

The SENCO will then complete the relevant documentation and inform the LA representatives.

In some cases, Emergency EHCP review meetings are held at any point during the school year. These are called if professionals and/or parents are seriously concerned about the student's progress and/or needs.

SEN department staff

The SEND department at St. Augustine's consist of the SENCo, Deputy SENCo, Learning Support Teacher (1), Nurture Group Teacher (1), Learning Support Assistants (17) and 8 therapists working on a part time basis.

The SEND department oversees, monitors, carries out and reviews a wide range of provision and support for the students at St. Augustine's CE High School.

Evaluating the success of the SEND policy

The following procedures provide evaluative points for assessing the effectiveness of St Augustine's CE High School's SEND policy:

- Student assessments for review meetings
- Student and parent views
- Exam Analysis data
- Value added assessment data collated from the external examination procedure
- Internal teacher assessment collated within the Review process
- Parent voice
- Student voice
- SEND Departmental SEF
- SEND Departmental meetings and minutes

Complaints and Concerns

If you have any complaint or concerns related to the SEN department please contact the SEN team in the first instance.

If the issue has not been resolved to your satisfaction, please refer to the complaints policy.

<http://www.stahigh.org/assets/Uploads/Complaints-Policy-2021.pdf>