



## St Augustine's CE High School

# Special Educational Needs & Disability Policy

We aim to ensure that every student, regardless of their individual needs or abilities, is supported in reaching their fullest potential. We are committed to providing an inclusive, nurturing environment where students with special educational needs and disabilities (SEND) receive the tailored support and resources they need to thrive academically, socially and personally to be the best that they can be.

<b>Approved by:</b>	Governing Body	<b>Date:</b> January 2025
<b>Last reviewed on:</b>	January 2024	
<b>Next review due by:</b>	January 2026	



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St Augustine's Federated Schools have consciously considered how this policy may affect people who share protected characteristics and have due regard for those whose identity is protected under the Equality Act 2010.

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## Introduction

At St. Augustine's CE High School, inclusivity is at the heart of our vision and values. We celebrate diversity among both staff and students, and strive to create an environment where all students are supported to achieve their full potential, academically, socially, and spiritually. This policy outlines our commitment to meeting the needs of students with Special Educational Needs and Disabilities (SEND), ensuring they are fully integrated into the school community and can access all aspects of school life.

Our approach is rooted in Christian virtues of Faith, Hope, Growth and Love (1 Corinthians 13). We aim to support all students, including those with SEND, to lead fulfilling and enriched lives, both within and beyond the school setting. We ensure that SEND students are included, cared for, and empowered to thrive.

### St Augustine's CE High School Aims to Ensure:

- **Students with SEND have their needs met:** The school is committed to identifying and addressing the needs of all students with special educational needs and disabilities.
- **The views of students are sought and valued:** Students' opinions will be actively considered in decisions affecting their education.
- **Partnership with parents/carers is integral:** Parents and carers play a vital role in supporting their child's education and helping them achieve their potential. The school will support parents/carers throughout the processes of transition and adjustment.
- **Full access to education:** Students with SEND will have access to a broad, balanced, and relevant curriculum, ensuring they can participate fully in their education.
- **Inclusion in school activities:** Students with SEND will be included in all school activities, promoting a sense of belonging and community.
- **Collaboration with external agencies:** The school will work in partnership with external professionals to address the needs of each student effectively.
- **Seamless transitions:** At each stage of transition, the school will ensure smooth processes to minimize disruption and anxiety for students and their families.
- **Early identification and support:** Teachers will be trained to recognize and address the needs of students with SEND as early as possible.
- **Effective communication about EHC plans:** For students with an Education, Health, and Care Plan (EHCP), the school will collaborate with parents and the student to ensure they fully understand the plan. A detailed profile outlining the student's needs and preferred support methods will be created and communicated to all staff.

### St Augustine's CE High School Will:

- **Provide necessary SEND support:** The school will deliver the required provision to support students with SEND effectively.
- **Inform and empower parents/carers:** Parents and carers will be provided with clear, comprehensive information about the SEND provisions available at the school.
- **Equip staff to support SEND students:** Teachers and Learning Support Assistants (LSAs) will be trained and made aware of their responsibility to identify and address the needs of students with SEND.
- **Promote inclusion:** The school will ensure that students with SEND can participate in all school activities alongside their peers, should they wish to do so.
- **Foster awareness and support:** All staff will be informed about the needs of students with SEND and equipped with strategies to provide the best possible support.



## Definition of Special educational needs (SEN)

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

**xiv.** A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- 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

[https://assets.publishing.service.gov.uk/media/5a7dcb85ed915d2ac884d995/SEND\\_Code\\_of\\_Practice\\_January\\_2015.pdf](https://assets.publishing.service.gov.uk/media/5a7dcb85ed915d2ac884d995/SEND_Code_of_Practice_January_2015.pdf)

## Before Starting at Our School

As soon as we confirm that a student with SEND will be attending St Augustine's CE High School, we begin gathering information about them. This ensures that we can plan effectively for their needs, help them settle in happily, and support their progress in lessons.

St Augustine's works closely with previous schools or educational settings. Our SENCo (Special Educational Needs Coordinator), Head of Student Support Services, or Assistant SENCos attend Year 6 Annual Review meetings whenever possible. We also offer a Transition Group programme and, in some cases, arrange individual family tours. These steps enable the school to understand the needs of each student and facilitate a smooth transition from primary to secondary school.

To further support the transition, the Transition and Year 7 team organizes an **Induction Day** at the end of Year 6 and the beginning of Year 7.

St Augustine's strongly encourages students with an EHCP (Education, Health, and Care Plan), their parents/carers, and primary school SENCos or Key Workers to visit the school and meet the secondary SENCo before naming St Augustine's as their chosen school. We also recommend that primary SENCos invite the secondary SENCo to Year 6 review or transfer meetings.

## Key Contacts at St Augustine's:

### Contact Information

- **SENCo / Head of Student Support Services:**

S. Semic – [ssemic@stahigh.org](mailto:ssemic@stahigh.org)

- **Assistant SENCos:**

A. Kaliszuk – [akaliszuk@stahigh.org](mailto:akaliszuk@stahigh.org)

K Mannion [kmannion@stahigh.org](mailto:kmannion@stahigh.org)

- **Year 6/7 Transition Officer:**

J. Brady – [jbrady@stahigh.org](mailto:jbrady@stahigh.org)



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- **Pastoral Year Coordinator (Year 7):**  
J. Brady – jbrady@stahigh.org

## Our provision

### Graduated response

St Augustine's CE High School adopts a graduated response to meeting special educational needs. The **Student Support Meeting** serves as the formal starting point for monitoring or implementing provision. When a student is identified as having special educational needs, the school will provide targeted support as outlined below through SEND support.

If the school determines that extended provision is necessary, we will advise parents/carers to request an **Education, Health, and Care (EHC) needs assessment**. St Augustine's CE High School follows the most recent **Code of Practice** issued by the government to ensure compliance and best practice.

## SEND support

When students are identified as needing provision beyond what is typically offered in regular classroom activities, they will receive support through **SEND Support**.

### Triggers for Intervention

Intervention may be initiated when there are concerns, supported by evidence, about a student who, despite differentiated learning opportunities:

- Makes little or no progress, even when targeted teaching approaches are applied.
- Shows significant difficulties in developing literacy or mathematics skills, leading to poor attainment in specific curriculum areas.
- Displays persistent emotional or behavioural challenges that do not improve with the school's behaviour management strategies.
- Experiences communication and/or interaction difficulties and makes little or no progress despite a differentiated curriculum.

### Involving External Support Services

In some cases, the **SENCo/Head of Student Support Services** may, in consultation with the parents/carers and the student, decide to involve external support services provided by the Local Authority (LA) or other agencies.

These external services may:

- Provide guidance on the use of specialized strategies or materials.
- Conduct specialist assessments to inform the planning and measurement of the student's progress.
- Offer direct support for specific interventions or activities.



By collaborating with external experts, the school ensures that each student receives tailored support to meet their individual needs effectively.

## In-School Provision

St Augustine's CE High School offers a comprehensive range of in-school provisions designed to address the academic, social, emotional, and behavioural needs of individual students. The type, level, and amount of provision are discussed during **Student Support Team meetings** and are closely monitored by the Pastoral/SEND team. Students, parents/carers, and professionals involved with the student are informed of any planned provisions.

Examples of in-school support include:

### Academic Support:

- Study support classes for English and Maths in KS4
- Learning Support Assistants (LSAs) providing in-class support
- Study club after-school
- Targeted interventions for all year groups
- Reading intervention across all year groups

### Social, Emotional, and Behavioural Support:

- School counsellor
- Child wellbeing practitioners – MIND and All Child
- Lunchtime social club
- Mentoring
- Year 6 transition sessions

### Specialized Interventions and Services:

- Speech and Language Therapy (individual or small group sessions)
- Speech and Language Communication Needs (SLCN) progression tools
- Physiotherapy
- Outreach support for Autism, Speech and Language Therapy (SALT), visual impairment, and occupational therapy (OT)
- Soundfield systems and whole-school training for staff
- Princes' Trust and Work Skills programs
- Post-16 support sessions

### Other Provisions:

- Learning Support Centre (LSC)/ARC
- Access Interns Programme
- Careers Advisor for Year 11 and Post-16 students

## Liaison and Involvement with Outside Agencies

The SEND Department adopts a **multi-disciplinary approach** to maximize educational provision for students with SEND. The school collaborates with a variety of specialist teachers and external professionals who help identify, assess, and support the needs of these students.



## Examples of External Support Services:

### Healthcare and Mental Health:

- Child and Adolescent Mental Health Services (CAMHS)
- Social Communication Clinic (CAMHS)
- Speech and Language Therapists (SALT)
- School nurse

### Education and Outreach:

- Educational Psychology Service (EP)
- Brent Deaf and Hearing Support Service (BDHSS)
- Bi-Borough Inclusion Service (Westminster and Kensington & Chelsea)
- Bi-Borough Outreach Team (BOAT)
- RHS Outreach for Schools
- GREEN PLAN IT project

### Social Services and Safeguarding:

- Social Services (e.g., Child Protection Plans, Child in Need)
- Early Help

### Alternative Provisions:

- TBAP (e.g., WEC, Beachcroft)

### School-Based Experts and Services:

The SENCo acts as the in-house expert for accessing the Local Education Authority's (LEA) support services. The school also has a named school-based police officer to provide additional support.

## Collaborative Approach

Effective co-operation between the school, the LEA, health services, and social services is essential to secure the most effective:

- **Assessment** of students' needs
- **Intervention** through targeted strategies
- **Resource Deployment** to support provisions
- **Progress Monitoring** to track and ensure success for students with SEND

St Augustine's CE High School remains committed to fostering these partnerships to support every student with SEND in achieving their full potential.

### Child Protection and Safeguarding

The SEND department has a duty of care to ensure the safety and well-being of all students under its support. If any concerns arise, the SEND department will immediately notify the school's **Designated Safeguarding Team**. Where necessary, the team will liaise with the **Social Services Department** and the **Education Welfare Service** to address concerns effectively.

Liaison with the **Pastoral Support Team** may also occur, with oversight provided by the Designated Safeguarding Team. These services work collaboratively with other agencies to develop actionable plans and encourage parental involvement in resolving challenges or addressing issues.



## Links with the Local Community

St. Augustine's CE High School fosters connections with local community organizations, charities, and projects to enrich the educational experience for students with SEND. Activities and partnerships include collaboration with:

- **National Deaf Children's Society**
- **Chloe's Ears**
- **Variety the Children's Charity**
- **British Deaf Association**
- **Prince's Trust Scheme**
- **Gardening Project**

These opportunities help students engage meaningfully with the wider community.

## Assessment and Review

### Education, Health, and Care (EHC) Needs Assessment

If a student continues to show significant cause for concern despite interventions through SEND support, the school may request an **EHC needs assessment**. The local authority has six weeks to decide whether to proceed with the assessment.

For statutory timescales on completing a new EHC assessment (a 20-week process), please visit: [EHC Assessment Timescale](#).

### EHCP Reviews

**EHCP review meetings** are held annually:

- For **Year 10 ,11 and Sixth Form**, reviews are scheduled before the Christmas break.
- For students in **Years 7 to 9**, reviews occur between January and July.

During these meetings, parents/carers, students, and professionals review the student's progress toward their outcomes and consider any necessary amendments to the EHCP. The school submits the completed annual review paperwork to the local authority within two weeks of the meeting.

### Student Participation in EHCP Reviews:

- Students may attend their review meetings.
- They are encouraged to share their views on outcomes, achievements, aspirations, concerns, or issues beforehand.

The SENCo/Head of Student Support Services and Assistant SENCos complete and forward all relevant documentation to the local authority.

**Emergency EHCP Reviews** may be convened at any point during the year if professionals or parents are significantly concerned about the student's progress or needs.





## SEND Department Staff

The SEND department at St. Augustine's CE High School comprises:

- **SENCo/Head of Student Support Services**
- **Assistant SENCos**, who are also Learning Support Teachers (2)
- **Teacher of the Deaf**
- **Higher Level Teaching Assistant (HLTA)**
- **Learning Support Assistants (LSAs)** (numbers vary depending on need)

The department is responsible for overseeing, monitoring, delivering, and reviewing a broad range of provisions and support for students with SEND.

### Evaluating the Success of the SEND Policy

The effectiveness of the SEND policy is evaluated through various measures, including:

- Student assessments and reviews
- Student and parent feedback
- Exam performance analysis
- Value-added assessment data from external examinations
- Internal teacher assessments conducted during reviews
- Parent and student voice initiatives
- SEND Departmental Strategic Development Plan (SDP)
- SEND departmental meetings and minutes
- SEN tracking systems

## Complaints and Concerns

If you have concerns or complaints related to the SEND department:

1. Contact the SEND team directly as your first step
2. Follow the school's formal complaints procedure
3. If unresolved, contact your local authority for further support.



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