

SAINT AUGUSTINE'S R C HIGH SCHOOL



SEND POLICY

St Augustine's R. C. High School is committed to meeting the special educational needs of pupils and ensuring that they make progress.

In line with our mission statement:

“At Saint Augustine’s we believe that every person is an image of God.

We want our thoughts and actions to be inspired

By this sacred understanding we have of ourselves and of each other.

Our school community will keep alive the memory of Jesus through the

Eucharist and in the practice of our Faith.

**We want to encourage, inspire, challenge and care for each other, be open to
the wider world about us,**

And celebrate together our reasons for living and hoping.”

At St Augustine’s we believe that

“Every teacher is a teacher of every child or young person and promote

Inclusion of those with SEND”

- Equality Act 2010: advice for schools, 2013
- Schools SEN Information Report Regulations (2014) (see www.sendgateway.org.uk)
- The Children and Families Act 2014
- The Special Educational Needs (personal Budgets) Regulations 2014
- Safeguarding and Keeping Children Safe in Education Guidance, 2014
- Statutory Guidance on Supporting Pupils at School with Medical Conditions, 2014
- The Mental Capacity Act 2005

This document reflects the SEND Code of Practice, 0-25 guidance

Mrs Kay Jameson – SENCO

Tel: 01254 823362 Extension 145

The Learning Support (LS) Team fully supports the school Mission Statement in its entirety. The spirit of this statement directly influences our department's key principles. Department aims and key principles:

- We put relationships first, seeking to properly know and develop each individual child
- We aim to teach in a way that helps children learn to love learning
- We teach the values of wisdom, service, truth, justice, peace, respect, generosity of spirit and looking out for others
- We pay close attention to individual needs, personalised planning and the essential contribution of parents and carers to help us educate the whole child

Every child is valued and we work to ensure that every child is well cared for. We believe that all have an equal right to a full, rounded education which enables them to reach their full potential. We do the very best we can to secure special educational provision for those learners who require it. By this we mean provision that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the Special Educational Needs and Disability Code of Practice: 0-25 years. These areas are:

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory / physical

We agree that every teacher is a teacher of every child or young person, including those with SEN.

Our policy was developed through a process of consultation with staff, students and parents/carers. We have used a variety of consultation methods including; parents' support group, an email to own staff, including support staff to ensure that all staff receive the draft version and consultation with pupils/students. Furthermore, our SEND Governor has been involved in the drafting and redrafting of this policy.

This reflects the spirit of the SEND Code of Practice, 0-25 guidance.

SECTION 2

AIM

Our school approach to SEND is to raise the aspirations of and expectations for all pupils with SEND so that they fulfil their potential, with a focus *on outcome for children and young people and not just hours of provision/support*. Our vision for children with SEN and disabilities is the same as for all children and young people that they have high aspirations, aware that they are known, valued members of their community. We believe that all children have an equal right to an education which enables them to fully develop their personal, social and intellectual potential. We focus clearly on outcomes for our children and young people. All of our children should be supported to live happy, fulfilled lives.

We see high quality provision as essentially involving the skilled matching of curriculum to individual need. We believe that channelling our energies into the collaborative planning, personalisation, delivery and review of targets, will bring high aspiration into reality.

1. To identify and provide for pupils who have special educational needs and additional needs. We will do this by:

- reviewing and developing our identification and provision in genuine partnership, as appropriate, with children, parents/carers, SLT, SEN governors, internal colleagues, LA SEND specialists, external agencies (including representatives from health and social care), key transition links, special college colleagues and the voluntary sector
- making changes to procedure as quickly as possible, to ensure that we are timely and accurate in our identification and as effective as possible in our provision
- deploying resources efficiently and identifying and meeting relevant training needs
- working with close reference to the SEND Code of Practice 2014
- developing systems of assessment, recording and reporting which are easily managed, accessible and clearly linked to the SEN policy

- Providing individual strategies/targets and EHC Plans which are consistently formulated, manageable and implemented as an integral part of short term planning and teaching.

2. To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs. We will do this by:

- Continuing to develop strong pupil voice, including representation by children who have special educational needs, additional needs and/or a disability
- Giving consideration to the role played by every adult in the school’s community and expecting them to at all times reflect the ethos of the school as outlines above, in the area of SEN and disabilities.
- Understanding that in order to do this effectively, all staff, including support staff, would need to be routinely considered regarding training opportunities wherever this would further the successful inclusion of children who have additional needs, SEN or disabilities
- Developing strong, effective communication systems that show crossover between pastoral and curricular leadership, with SENCO part of all key team meetings and having a strong voice via nominated advocate on the leadership team
- By strengthening the specialist expertise of staff in the area of SEN through enhanced training in the area of SEN and disabilities, including a strong focus on the new category of ‘Social, Emotional and Mental health’ needs
- By consulting across the community of the school on the development of this policy
- By ensuring that outcomes include those focused on health, happy, independent living.

3. To provide a Special Educational Needs Co-ordinator (SENCO) and teachers who will work with the SEN Inclusion Policy. We will do this by:

- Ensuring that we appoint a qualified teacher to this post, who receives sufficient training to be able to well manage the day to day running of the SEN Policy
- Creating sufficient non-contact time for the SENCO to be able to effectively fulfil their duties, especially in relation to teaching

and learning, including social skills or life skills learning goals, annual reviews, IPs and EHC Plans.

- Providing clear structure for the management of specialist support and curriculum intervention strategies (e.g. timetables, working guidance for support staff).

4. To provide support and advice for all staff working with pupils who have SEN or disabilities. We will do this by:

- Proactively creating internal face to face and online support networks for staff within school, so that all staff can be promptly signposted to sources of further expertise, as required.
- Providing dedicated time for SENCOs to meet with one another to share good practice.
- Maintaining and developing close links with Local Authority SEN teams and accessing relevant training.

SECTION 3: IDENTIFYING SPECIAL EDUCATIONAL NEEDS

We embrace recent government proposals for the early identification and assessment of pupils with SEND and support the single Education, Health and Social Care processes identified in the 'New Code of Practice for SEND 0-25 years'. In line with the categories set out in the SEND Code of Practice 2014.

The four broad categories set out in the Code are:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health
4. Sensory or Physical Needs.

We recognise that placing children in a 'category' can become a self-fulfilling prophecy so we work consciously to counteract this prophecy we view categorisation as a crude but helpful tool that is not allowed to become an end in itself.

Accurate identification helps us to provide that most effective provision for each learner. We seek to base provision on an understanding of each individual's strengths and needs, addressed through evidenced interventions targeted at areas of difficulty and using specialist equipment, software and personnel. Importantly, we recognise that all

children within a category are individuals with essentially quite different personalities, needs and aspirations.

One or more of the following processes currently identifies pupils who may require learning support:

- Strong primary links with our partner primary schools and parents enable the identification of most children with SEND prior to transfer.
- Through discussion with parents at open evenings, intake evenings, additional induction visits and meetings, reviews, primary liaison meetings or through our own parent support group meetings.
- By having our own learning support liaison form with primary schools and other transfer documentation, including health care plans.
- KS2 SAT's results; in particular significant discrepancies in attainment or overall low attainment (level 3 or below).
- Through preliminary assessments made prior to pupils transferring to St. Augustine's e.g. a Lucid dyslexia assessment. There may be a meeting of agencies involved with a pupil to assist with an assessment or a pupil visit to high school for assessment.
- Through the interpretation of NFER Cognitive Abilities Tests, which provides verbal, non-verbal and quantitative and spatial data.
- WRAT testing for spelling and MALT testing for maths – this provides a standardised score and age equivalent. Year 7's complete this in September as a baseline and are reassessed at the end of the year in order to monitor progress.
- Screening and diagnostic tests in reading using the New Group Reading Test. Updates are made annually or more frequently if appropriate, depending on achievement.
- Through referrals to external agencies for assessments or diagnosis, as appropriate, following consultation with parents/carers and relevant agencies.
- As a result of an observation or concern expressed by a member of staff. This is often referred through our 'Cause for Concern' forms or through a Year Leader.
- Parental concern; a concern is sometimes expressed at parents evenings or via record of achievement feedback.

- 'New Group reading Tests' administered to all pupils in the first term at High School by the LS department. This provides a reading ability profile, standardised score and age equivalent.
- Lucid Rapid Dyslexia Screening helps us to identify pupils who may have specific learning difficulties.
- Through an analysis of our whole school monitoring systems, which highlight underachievement and discrepancies in curriculum areas at both KS3 and KS4.
- Liaison with external agencies, e.g. social care and medical services, Young Peoples Services etc.
- Through a concern expressed by a pupil about his or her own progress.

Our response to SEND embodies principles central to the New Code of Practice. We aim to:

- Offer as far as possible, provision for an SEND pupil which matches the nature of their needs.
- Assess a pupil's needs, and follow up with appropriate interventions and an evaluation or review of their effectiveness.
- Seek and consider the views of pupils according to age, maturity and capability when any action is taken.
- Provide close consultation and partnership with a pupil's parent or carer.
- Involve specialists whenever appropriate, including health and social care professionals.
- Provide 'Quality First' teaching – All teachers at St Augustine's are teachers of SEND.

Disability (whilst the Code of Practice outlines the 'reasonable adjustment' duty for all colleges provided under current Disability Equality legislation, these alone do not constitute SEN)

- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

Behavioural concerns will always be examined by experienced staff who know the child well, to determine the extent to which this may form an underlying response to social, mental health or emotional needs which can be swiftly addressed, in close collaboration with parents/carers and with possible input from a multi-agency approach, if housing, family or other domestic circumstances are thought to be contributing to the presenting behaviours. Assessments may be used to determine whether there are any casual factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. We also remain alert to the impact of bullying or bereavement, which can sometimes have a severe impact on well-being and sometimes (though certainly not always) lead to SEN, especially if unaddressed. For problems of a 'one-off' or temporary nature, behavioural issues will not usually be referred to the SENCo. Instead, the school's usual system of sanction and reward will be applied, as appropriate. Where problems with a child's behaviour persist, despite the provision of a burst of support, the question of whether or not the child may have SEN receives serious consideration.

SECTION 4: A Graduated Approach to SEN Support

At St Augustine's R C High School we identify the needs of pupils by taking a holistic view – considering the needs of the whole child, including their physical, social and emotional development. We are committed to do everything we can to meet the SEN of our young people. Where concerns about an individual child's emerging needs are raised, whether by parent or a member of staff, parents will be immediately consulted and an information gathering process will begin. This will lead to a focus on improving outcomes for the child in the shorter term. The child is identified on our inclusion profile and a period of more intensive support is initiated and documented. The aim is to give the pupil a boost of temporary additional support which should enable them to become independent of this support as soon as possible. This additional focus is often enough to ensure that the pupils emerging needs are addressed and no further action is deemed necessary at review.

Children whose needs are already identified

Strong transition procedures ensure that we are aware of children due to start their education with us who already have identified SEN. Pupils are

almost always seen individually by the SENCo before their transition. Parents are invited to contribute their views regarding their child's needs and we aim to have the most effective, personal approach. This helps us to reassure the pupil, to know him or her more quickly and to begin to realise their potential from the earliest point possible. When a pupil has a high level of identified need, enhanced levels of support are provided for their transition. We will take advice from the feeder school with regard to the level of support that will be required and review this with parents at the end of the pupil's first term, to ensure that the level of support provided remains appropriate.

The following transition arrangements are in place:

- The school works with feeder primary schools, the local authority and Parent Partnership Officers from Year 5, through to arrival in Year 7.
- The school hosts an Open Evening each year and prospective parents and pupils are invited to attend. The learning support department offer personal consultations during the evening to discuss any support requirements. 'Follow up' personalised meetings are offered with SEND staff when helpful.
- Transition visits start in the summer term for some pupils following liaison with feeder schools.
- All Year 6 students are invited for an Intake Day in the summer term. There is also an open invitation to attend our Intake Family Mass.
- Some Summer School activities are provided for our Pupil Premium Year 6 pupils.
- The Head Teacher and Pastoral Head of Year 7 visit each feeder primary school in the summer term.
- SEND specialist teachers attend Year 6 transitional review meetings. This is often followed up by reciprocal visits by a link Teaching Assistant. For pupils with autism we encourage photographs to be taken of key staff and rooms so that pupils can familiarise themselves, in advance of their new environment.

- We host a Parent Support Group Meeting in the summer term for our 'new' parents so that they can meet and liaise with SEND staff and discuss support plans.

Children never before identified as having SEN

We offer high quality teaching in our classrooms. It is the role of the subject specialist teacher to provide teaching that is adapted to the individual needs of learners who have additional learning needs so that they develop and progress. They may seek the advice of the SENCo or specialist teacher to help them to deliver their teaching as effectively as possible and support from teaching assistants may be accessed. Differentiation levels may be adjusted by way of a first response to pupils who may or may not have SEN. We believe that additional intervention and support cannot compensate for lack of good quality teaching and are aware of the body of research that proves this. However, if a pupil appears to be making inadequate progress, despite personalised, quality first teaching and the use of considered interventions, then the possibility that they may have SEN will be fully considered.

In deciding whether or not to make special educational provision, the teacher and SENCo consider all the available information gathered about the pupil's progress, alongside national data and expectations of progress. Parents are contacted and a meeting will be set up so that we can gather as much information from parents as possible. If we believe that we may need to draw on more specialised assessments including those from external agencies and professionals, then we will first request parental permission. The pupil is involved at every stage of proceedings as, without their engagement and involvement, our planning is less likely to be person centred and so be less likely to succeed.

We follow an Assess, Plan, Do, Review model. Our SEN identification and assessment arrangements are published within our SEN Information Report. This report serves a double purpose in that it also contains our contribution to our Local Authority's Local Offer.

Finally, we recognise that for some children, SEN can become evident as they develop. We continue to listen to children and their parents about concerns they may have, even within KS4 and act quickly to identify SEN using appropriate assessments. It is sometimes sufficient to

address this type of later developing difficulty via the school's access arrangement system with formal addition to the Inclusion Profile.

SECTION 5: MANAGING PUPILS NEEDS ON OUR SEN REGISTER (INCLUSION PROFILE).

In response to the new Code of Practice, we have taken a three-step approach to additional needs that are managed across the school. Our process of graduated support begins with (1) 'Quality First' Inclusive Support, Teaching and Monitoring and SEN Support through to (2) Education Health Care Plan support.

The Learning Support Department includes three specialist teachers. The school SENCO, Kay Jameson has expertise and experience in the full range of SEND. Our Lead Teacher, Karen Rogers in SEND specialises in Dyslexia, Dyspraxia and Examination Access. Our third teacher, Jane Hogan has expertise in supporting pupils with autistic conditions. Our qualified team of Teaching Assistants support pupil needs during transition, Key Stage 3 and Key Stage 4. For GCSE our Teaching Assistants work in their own areas of expertise to provide specialist support in and out of the classroom; for example Mrs Rees supports GCSE maths. We employ a Level 3 Teaching Assistant, Julie Rigg to support the day to day management of sensory impairments.

Our Pastoral Leaders, our Wellbeing Mentors - Mrs O'Malley and Mrs Fendall, alongside our qualified in-house Counsellor, Mrs Povey provide pastoral and wellbeing support.

The Learning Support Department delivers regular 'Quality First' CPD for staff and ongoing continuing professional development for support staff, both in-house and on selected courses, appropriate to pupil needs. The SEND team meets on a weekly basis to discuss strategy, intervention and pupil progress. We constantly review our work to help provide high quality support for our pupils and their individual needs.

The Lead Teacher of SEND is qualified to assess pupils and to provide the full range of Access Arrangements for Examinations, in line with examination board guidelines.

LEVELS OF SEND PROVISION

Liaison with parents, pupil and staff ensures that support is appropriate to the pupils needs. All staff have an Inclusion Profile which maps provision and provides information about a pupil's need, who their key link person is, examination access arrangements and current interventions.

Liaison between pupil, parents, staff and agencies is made to inform effective planning and strategies. All support is reviewed at least once per term.

'Quality First' Inclusive Support, Teaching and Monitoring.

Staff receive regular training opportunities to help ensure that they have the skills to include all pupils in learning and are able to promote their progress. If there is a concern regarding lack of progress, information is gathered and assessments may be made to inform intervention.

Our monitoring stage involves gathering basic information about the pupil, raising awareness of concern and monitoring and reviewing progress. Diagnostic assessments such as the Individual Macmillan Reading Analysis or the Lucid dyslexia screening test may be administered at this stage.

Sometimes a pupil will move straight to SEN support level. This is usually a joint decision made between parents, relevant agencies and school.

SEN Support

A pupil receives 'SEN support' interventions if they require support which is additional to or different from those provided by the schools usual 'Quality First' Teaching strategies.

SEN Support sometimes includes specialist involvement, (either outreach or in-house), perhaps ELCAS or an Educational Psychologist referral.

Support is usually a short term intervention but depending on progress and need this could become a longer term support. Interventions enable some pupils to 'catch up' with personal and age related expectations,

address misconceptions or embed strategies for independent learning and access to the curriculum. Documentation will be treated as a living record not as an end in itself to remove key barriers to learning based upon what works for the individual. The focus of intervention is to meet desired outcomes.

STATEMENTS / EDUCATION HEALTH CARE PLAN

If it is felt to be appropriate, a pupil is referred for a statutory assessment of their special educational, health and care needs. We compare our evidence for doing this with criteria set out by our LEA, as well as by taking on board the specific feedback from all involved. If we believe and agree that additional support, for example, engaging specialist services, could be helpful to the child's progress, we seek parental agreement. This may or may not lead to an Education Health Care Plan, depending on the decision made by the LEA. Some pupils are awaiting a conversion from a 'Statement of SEN' to an EHCP.

We do our very best to plan, deliver, review and record at all times in accordance with the guidance set out in Chapter 9 of the Code of Practice. At least once a year (more if required), our SENCO collates an Education Report by requesting an indication of the child/young person's progress against the objectives set out in their Statement/Education Health and Care Plan from all involved. This information is collated and sent out to parents and carers and others who are invited to the Review. Usually two weeks in advance of the Review itself.

In terms of direct support from the Teaching Assistant, where this is appropriate to need, the level of provision hours is agreed according to individual need. In 'learning outcomes' describes what we all agree to be the desired outcomes of our efforts on behalf of the young person. Our provision will always focus on what works in terms of moving a child towards their individual outcomes.

An Education Health Care Plan would involve long term personalised and intensive interventions and follows formal review procedures.

Pupils receive levels of funding within bands to support provision. EHC Plans are now only issued if the authority believes there is a high or complex level of need.

Movement to School Support

This is usually as a result of little or no progress in identified areas of weakness, difficulty in acquiring literacy or numeracy skills, persistent emotional and/or behavioural difficulties, sensory or physical problems, or communication and/or interaction difficulties.

Individual Education Plan Reviews

The Learning Support Department has researched and evaluated the format and use of IEPs. A system has been adopted which is simple and relevant to our staff, parents and pupils. IEPs include photographs of pupils for ease of recognition.

IEPs are reviewed regularly and parents, pupils and staff. School will often use parent's evenings to review progress. IEPs are often drafted with parents at review meetings. New IEPs, whenever possible, are drafted with the pupil present and are either drafted with the parent also present or sent home and views and amendments sought.

EHCP (Statement) Reviews

Procedures outlined in the Code of Practice are employed to inform effective management of annual and transition reviews. Care is taken to ensure that all parties involved are invited to either offer advice or attend review meetings. Attendance by parents and pupils is monitored. Rarely parents fail to be involved. Home visits and transport are provided if needed and we always welcome support from Lancashire Parent Partnership.

- The school has a 'Quality First' policy and all staff are trained in supporting pupils with SEND in the classroom. Further support is provided by our team of experienced and highly skilled Teaching Assistants. This may be in the form of reading, scribing, prompting, and assisting with specialist equipment, organisation, delivering physiotherapy and speech and language programmes, providing encouragement and a plethora of other support appropriate to pupils' needs.
- Access to the curriculum is supported by the school policy of setting. This provides a smaller Learning Support 'nurture' class at Key Stage 3 with some specialist SEND teaching and Teaching Assistant support. Basic literacy and numeracy skills are a focus in the first term as these skills are a pre-requisite to independent

learning and curriculum access. Literacy and numeracy intervention is available through timetabled lessons and activities and is a priority for the school. 'Catch up' programmes are in place for pupils achieving less than a level 4 in reading and/or numeracy.

- There are lap-tops available in school to enhance learning progress and to assist identified pupils with handwriting and recording needs. The Learning Support department maintains open consultation with ELCAS and a variety of external agencies to advice and support across the range of SEND. Our school Counsellor and Pupil Support and Well-being Mentors provide support for pupils with emotional and behavioural needs.
- All students are offered 'Careers Education Advice Information and Guidance' from a specialist. Pupils with an Education and Health Care Plan receive family support from YPS advisors and disability support workers as appropriate.

SECTION 6: CRITERIA FOR EXITING THE SEN REGISTER/RECORD

All pupils with SEN listed on our Inclusion Profile are reviewed each term. Whenever possible, reviews are linked into review mechanisms that apply to all pupils, not just those that have SEN. We recognise that, for a small number of children it will always be necessary to have their needs met via the provision of additional resources.

For others, however, removal from the Inclusion Profile or removal of a Statement/Education Health Care Plan is entirely possible. This marks both the child's own efforts, the efforts of their families and the effectiveness that has been made over time. Where it is felt, having carefully considered the available evidence, that progress made is to the extent that the pupil can now safely have their needs met by the high quality teaching normally provided in the classroom, the decision to remove the child's name from the SEN Profile will be raised with the child and their parents/carers. This decision will be based on improvement that has seen to be sustained over the period of at least a term. This is often celebrated as part of a pupil's Record of Achievement where pupils receive an individual report at the end of each year outlining progress and suggestions are made of future interventions if necessary.

SECTION 7: SUPPORTING PUPILS AND FAMILIES

Parents

Involvement of parents is a strong feature of 'The SEND Green Paper', 'Code of Practice', 'The SEND Toolkit', 'SEN and Disability Act' and 'The Lamb Report'. St. Augustine's has a strong commitment to keeping parents involved and believes that working in partnership with parents provides our pupils with the best possible outcomes. School achieves this in a variety of ways including;

- Meeting parents prior to the transfer of their child through attendance at primary reviews, open evening and induction evening interviews.
- Hosting an induction evening for parents and SEND pupils transferring to St Augustine's and providing opportunities to meet existing parents and pupils.
- Inviting parents to be involved in relevant CPD and gauging views via evaluation forms.
- Arranging additional orientation visits to school.
- Making home visits.
- Arranging transport.
- Hosting a Parent Partnership Information Evening.
- Communicating with parents via telephone, review summary information, parent's evenings, notes in homelearning diaries etc.
- Involving parents whenever possible in provision mapping, interventions, review procedures, target setting on IEPs and at reviews. We identify how parents can support progress at home this includes, progress linked to EHCPs.
- Providing access to the school SEND Policy on the school website.
- Inviting parents to make contact with school if they have **any** concerns.
- Providing a home learning support club during lunchtimes.
- Ensuring that each pupil has a key link teacher who the parent can contact.
- Including SEND in the Governors Report to Parents.
- Providing regular whole school updates on levels of achievement
- Tracking feedback every 6 - 7 weeks at KS4, which provides details of individual progress in relation to effort, behaviour, homelearning, coursework and attendance.

- Whole school reporting to parents each term for each subject.
- Providing detailed Learning Support ROAs in the summer term which give an overview of progress, current and proposed interventions.
- Hosting additional parents' evenings so that pupil progress can be reviewed.
- Informing parents of support and advocacy groups which they may find useful and inviting local support groups to speak at our Parent Support Group.
- Keeping an up to date school web page detailing links to agencies, holiday activities, guidance on helping children at home etc.
- From September 2004 school has hosted a proactive Parent Support Group. This is very well attended by parents and meets once per term. Evenings have included training and talks by our own SEND specialist teachers, outside specialists such as Dr Stordy who spoke about the 'Dietary Influences of Dyslexia', Educational Psychology, Speech and Language Therapists, our School Counsellor, The Autistic Society, ADHD specialists and Dyslexia specialists, a local Optometrist. We have recently hosted demonstrations of dyspraxia exercise programmes and coordinate regular Post 16 and Option Careers Evenings.
- The Parent Support Group meeting minutes, plus a copy of this policy and useful tips for parents are included on the school web site.
- Educational progress and outcomes are shared with parents/carers via IEP review meetings, Interim Reports and Monitoring, Learning Support Records of Achievement and an additional Learning Support Parents' Evening. Parents are invited to monitor their child's progress, attendance and behaviour with access to PARS via the school website.
- Handover arrangements at the start and end of the day are agreed with parents/carers and appropriate agencies.
- Our school website provides contact details for all staff and general school phone number for general enquiries.
- At transition and Parents Support Meetings for newcomers to the school, parents and pupils are introduced to key staff. All pupils on the Inclusion Profile have a key link member of staff. Members of

the SEND and pastoral teams are available to discuss individual concerns as they arise.

- Parental feedback is actively encouraged by report slips, school planners and questionnaires. School practice is adjusted in the light of this feedback. There is strong parent representation within our School Governing Body.
- Parents are encouraged to complete feedback information sheets at Parents' Evenings. The SEND Parents' Support Group provides a forum for parents to make contact with their link SEND teacher and to talk to support staff. Parent and pupil advice is an integral part of the statutory annual review process for pupils with EHCPs
- The constitution of the Governing Body requires parents to be represented on the body. When a vacancy arises or a term of office expires, vacancies are advertised via the website and by letters home. Parents then apply for the vacant positions as set out in the school policy. We have our own SEND link Governor.
- Administrative support to complete forms and paperwork is available to families on request.
- The school website clearly signposts where support can be found. SEND support agencies and their activities are advertised on the Learning Support link.
- Breakfast is available each day before school.
- There is a wide range of extra-curricular activities available to all students. Some charges are applicable for certain activities such as theatre visits and music lessons. The activities include sport, music, drama, public speaking, debating, chess, home learning and support for various SEND such as reading, social skills and coordination.
- St. Augustine's provides a range of day and residential trips in the UK and abroad. Where places are oversubscribed parents will be informed as to how places will be allocated.
- All school trips are processed through the recommended 'Evolve' system. Medical forms accompany all school trips. Teaching Assistants help support individual needs
- All clubs, activities and trips are available to all pupils, but may be subject to risk assessment.
- St. Augustine's provides a range of extra-curricular opportunities for pupils to develop social skills and friendships. Pupil mentors and buddies assist with this.

Parents and pupils will find a comprehensive and accessible guide to the provision available with Lancashire Local Authority via the following link [Lancashire Local Authority Local Offer](#). Here we find in one place the provision expected to be available across education, health and social care for children and young people in our area who have SEN or are disabled, including those who do not have an EHCP. To view St Augustine's specific contribution to this local offer please visit our [SEND Policy](#) and [SEND School Offer](#) on our school website.

Admissions [Admissions Policy](#)

Pupils with special educational needs and/or disabilities (SEND) will be admitted to St. Augustine's in line with the school's admissions' policy. The school follows the statutory requirements of the SEN and Disability Act and the New Code of Practice for SEND (0-25yrs) and will always endeavour to meet the Act's requirements.

As described earlier in this policy, the school works closely with parents, agencies and primary schools to ascertain whether a child has been identified as having a special educational need. If school is alerted to the fact that a child may have a learning or additional need it collects relevant information to plan an inclusive, relevant and differentiated curriculum and support.

Transition

- School has close links with local colleges and external providers. Relevant professionals are invited to review meetings to prepare for transition.
- Information regarding exam access and educational/professional reports are forwarded to colleges with pupil/family permission for transition.
- School currently continues to provide work experience fortnight for our Year 10 pupils and hosts a wide range of 'World of Work' events. Additional visits to the placement are made by our SEN team as appropriate.
- St. Augustine's offers some in-house Vocational Qualifications at Key Stage 4. SEND staff work closely with parents and external providers to ensure a smooth transition to post-16 provision.
- Opportunities are available for pupils to experience 'Taster Days' with local colleges and providers.

- Our Parents' Support Group hosts a careers evening for families to explore post 16 options and support.
- During Year 11 pupils are made aware of options available to them through assemblies. The school library also includes information about post 16 options and opportunities.
- The school curriculum at Key Stage 4 offers a range of enhancements including The Duke of Edinburgh Award Scheme and opportunities to develop life skills and talents.
- YPS provide a link worker for all our pupils with Statement or EHCPs at KS4. St Augustine's employs our own careers advisor Claire Tattersall who has proved to be very helpful in supporting our pupils' transition.
- On rare occasions it is necessary for a pupil to transfer to specialist provision. Careful transition arrangements take place supported by a team of professionals working closely with the pupil and their families.

SECTION 8: SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

St Augustine's recognises that pupils with medical conditions should be properly supported so that they have full access to education including trips and physical education. Some pupils with medical conditions may be disabled and where this is the case school will comply with the Equality Act 2010.

School has a medical room and access to a school nurse. Learning support teachers work closely with paediatricians and medical staff to provide 'joined up' support for our pupils. Appointments are made with the school nurse for any pupil who may have a medical query or requires support.

A drop in centre runs within school one lunchtime each week.

The majority of teaching and non-teaching staff are trained to administer First Aid, all staff are trained annually in the use of 'epipens' and receive regular training to support diabetes and asthma. A large number of staff have recently received training in the use of our newly acquired defibrillator.

A care plan is drawn up in conjunction with the parents/carers, child and relevant medical professionals. Our school nurse makes home visits as appropriate and advises staff. All plans are agreed and signed by parents and responsible staff. Care plans are held centrally and reviewed at least annually. All staff have access to plans and are alerted to any changes.

Health Care Plans are regularly reviewed (at least annually) with parents and pupils and are available to all staff. They include protocols and photographs of pupils for ease of identification.

The school has a health care policy which has been distributed to all parents and is included with HCP review documentation. We also have a school asthma policy (2013).

Assistants are given relevant pupil information at the start of each school year and specialist nurses provide training for specific medical conditions.

In the event of a medical emergency, a member of staff will alert a first aider / advanced first aider who will make the decision regarding treatment on the spot or whether to call for an ambulance. In the event of a serious incident an ambulance is called immediately, along with the emergency contact adult.

The whole school is briefed at least annually on pupils requiring Epipen use and those with asthma and diabetes. Additional first aid training is arranged in-house on a regular basis. Health Care Plans give detailed protocols for individual pupil' health needs.

There are regular visits from the school nurse who has drop-in sessions, speech and language services, ELCAS workers, Educational Psychology service, Barnardo's workers and other health and therapy services. All visitors are subject to safeguarding procedures. St. Augustine's provides emotional health and well-being support via our pastoral support system, qualified in-house counsellor and pupil support and well-being mentors. School implements physiotherapy and occupational therapy programmes, where appropriate.

We are vigilant about ensuring that national guidance regarding the administration of medicines is adhered to and medication is stored in a locked cupboard in a staff only area.

SECTION 9: MONITORING AND EVALUATION OF SEND

We regularly and carefully evaluate the quality of provision offered to all pupils including those with SEN. This is managed in a variety of ways which include:

- Close analysis of data pertaining to vulnerable groups including those with SEN and disabilities.
- Regular meetings with parents and pupils, including reviews of Statement and EHCPs. EHCP Reviews are carried out in line with statutory guidance. A range of health and education professionals are involved in annual review meetings to evaluate progress towards meeting objectives. Provision plans are updated at Parents Evenings and as required to reflect changes.
- Consideration of parents and pupils views submitted to reviews to measure progress of children with SEN to assess their specific learning outcomes.
- Parent questionnaires and discussions which evaluate our provision for the child.
- Parental voice input into this SEN Policy via our Parent Support Group and any other feedback from parents.
- Feedback from student voice mechanisms including pupils reviews with their link SEN teacher.
- Our Inclusion Profile and Provision Map illustrate a wide range of interventions tailored to meet individual pupil needs. This is continually reviewed and updated.
- Progress of other pupils with school support needs is discussed at Parents' Evenings. Provision and interventions are planned with pupils and parents/carers and are evaluated and updated as appropriate.
- The effectiveness of our provision is measured in the progress that individuals and groups of students make over time. The school measures progress using nationally agreed standards and criteria, as well as progress in relation to effort, home learning and behaviour for learning.

- Pupils are asked to complete a questionnaire about school, their learning and wellbeing. Pupil voice is central in informing IEP targets and the provision of support.

Evaluation and monitoring arrangements provide an active process of continual review and improvement of provision for all pupils.

SECTION 10: TRAINING AND RESOURCES

We have a history of providing a range of quality SEND training to all staff. This has often included linked Primary Schools and parents/carers to give a holistic approach to supporting pupil needs. We have delivered the 'Quality First' whole school approach to improve accessibility, participation and achievement to relevant staff.

The Governors will ensure that they are kept fully aware of their statutory responsibilities by attending training and receiving regular updates from the Head/ SENCO.

The SENCO and Head will keep fully up to date about special educational needs issues through attendance at training and cluster meetings. In addition, the SENCO will develop her skills through attendance at specialist training sessions, through discussions and advice gained with outside specialists, attendance at conferences, attending link meetings with partner schools, use of training on line and through subscription to professional bodies and journals.

Staff will also be kept up to date informally by the Head/SENCO and formally at staff meetings, through briefings and training.

Non-teaching staff that support individual pupils and groups of pupils need to have a wide range of curriculum and special educational needs knowledge. This is regularly updated through weekly team meetings, CPD and induction sessions.

St Augustine's led a conference for teachers and assistants of primary feeder schools and neighbouring secondary schools on a wide range of SEN issues and school has led a conference taking a holistic approach to Dyslexia, ADHD, Autism and Hearing Impairment. Attachment issues,

medical needs, autism, visual impairment, global delay and behaviour have all formed the focus of recent training. The 'Whole School Approach to Access, Participation and Achievement' has been delivered, in line with Government guidance. Training needs of staff are identified by our Assistant Headteacher and in liaison with the SENCO relevant training is provided.

All teachers, support staff and student teachers undertake induction in special educational needs. This explains systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

We are members of NASEN and have used ideas from their publications to inform creative and effective training initiatives. Our SENCO taps into the outstanding teaching and learning resources of the organisation to help drive standards within the area of SEN.

The Curriculum Leader for Learning Support has lectured at St. Angela's College in Ireland on two previous occasions to describe the systems and philosophy of SEND at St. Augustine's.

From September 2005 Kay Jameson was appointed as a 'Leading SENDo' in the LEA and continues to advise other SENDo's in the authority about good practice.

We have a designated SEND Governor who liaises with SENDCO and helps with appointments within SEND. Reports to Governors ensure that there is a regular, comprehensive review of provision.

SEN is funded through a delegated budget for pupils of secondary school age within Lancashire Authority. Any High Needs funding is added to the £10,000 which school is advised to provide for a pupil at Band E or above. This £10,000 includes the WPN for each pupil.

Based on research findings we aim to design support around the principle of greatest effectiveness in meeting learning outcomes, as opposed to a provision focused tally of support hours. If needs cannot be met through this mechanism, then additional funding is sought from the

LA in close collaboration with the pupil their parents and relevant external agencies.

SECTION 11: ROLES AND RESPONSIBILITIES

1. SENCO

- The SENCO, as part of the middle management team, is able to represent the needs of children with SEND in decision making and strategic planning. Primary responsibilities:
- Liaising advising colleagues
- Co-ordinating provision and managing support staff
- Maintaining our Inclusion Profile
- Liaison with parents alongside the class teacher, specialist teachers and pastoral staff as appropriate.
- Monitoring and evaluating the quality of teaching, learning and standards of achievement and then setting targets for improvement
- Taking a lead in reviewing the progress of pupils identified as having SEN or disability.
- Supporting the accurate identification and assessment of pupils' SEND in close coloration with children and parents, including advising on effective resources to support these processes.
- Building up a tool kit of resources which includes practical strategies to support staff with their effective differentiation of approach and work with pupils in order to provide quality first teaching.
- Working with pupils, parents, external agencies and support staff to ensure that any advice given to us by external professionals working with the pupil is put into practice, as appropriate, reinforce through consistency of approach.
- Collaborating with Curriculum Leaders to maintain and develop agreed effective systems for the schools' identification, assessment and provision in the area of SND.
- Involvement in strategic planning for SEND provision by identifying future needs and contributing to the school's plan for the further development of inclusive practices which benefit the progress of all children including those with SEND.

- Attending Governing body meeting, helping to keep the school's SEN Information report, contribution to the Local offer and SEND Policy up to date.
- Liaising with our feeder Primary schools to ensure the smooth transition of pupils with SEND. Our transition programme involves children, parents and colleagues in those schools and sometimes external agencies. It continues up to and occasionally beyond the point of transition.

2. Role of SEN Governor

It is the responsibility of the designated Governor supported by the Head of the school to:

- Support the SENCO in carrying out her remit to a high standard
- Promote high expectations
- Monitor the quality of teaching, learning, attainment of progress
- To ensure that SEN allocation in the budget enables, as far as possible, the SNCO to carry out the roles and objectives associated with the post and in doing so, raise standards of provision
- Ensure commonality of practice in line with the School Policy.

The Head of school and the designated Governor support the SENCO in monitoring the effectiveness of the procedures in place.

3. Teaching Assistants

Our team of Teaching Assistants (TAs) is to primarily support pupils with additional learning needs. The quality of their relationship with the individual is a bedrock of much of their work to support progress, including progress in personal development. The TAs are managed directly by the SENCO. Our TAs are trained to be sensitive to the need, to nurture independent learning skills and allocation of their directed time and energies during lessons should reflect this.

4. Safeguarding

At St Augustine's safeguarding is a specific responsibility of Mrs Hughes-Gooding, Deputy Headteacher Pastoral Care and Mr Greenough, Assistant Headteacher.

School policy on safeguarding is clear. It is inclusive and comprehensive and specifies additional requirements for SEND pupils. All staff receive safeguarding training.

5. Medical Needs

Mrs Kay Jameson, alongside our Senior Pastoral Team, Mrs Cheryl Shackleton, Advanced First Aider and our School Nurse Jane Nightingale manage our responsibility for meeting the medical needs of pupils. We work as part of a closely knit team and follow a systemic, agreed approach throughout the academic year.

School has a policy; 'Medical information, medicines and health care plans' detailing the safe keeping and administration of medication which has been issued to all families.

SECTION 12: STORING AND MANAGING INFORMATION

Documents are safely stored in locked areas and often within locked cabinets within those areas depending on their level of sensitivity. This is in line with our School Policy on information management and our Confidentiality Policy. If documentation of a more sensitive nature is sent electronically, it is encrypted in the interests of confidentiality. The security of these systems is kept under review by Gareth Entwistle our IT Manager.

St. Augustine's record conversations with both parents and pupils via the school PARS system and/or within pupil files. Here, messages and information can be confidentially communicated to the teachers and staff that need to know and placed on a digital record.

All SEN students are on the Inclusion profile which includes 'need to know' information on the pupils and access for all the staff.

SECTION 13: REVIEWING THE POLICY

We intend to keep this Policy under review at least every two years unless there are significant changes to National, County or School Policy. We intend to be pro-active, making the review as pupil, parent and staff friendly as possible by involving our stakeholders. This will make this policy more relevant, fresh and provide a steer to the work we do in this area.

SECTION 14: ACCESSIBILITY [Accessibility Plan](#)

The Disability Discrimination Act, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan and increase the accessibility of schools for disabled pupils and to implement their plans. In response to the Equality Act 2010, St. Augustine's has developed accessibility planning to show how they aim to receive children with special educational needs.

It is part of our St Augustine's ethos to routinely identify and remove barriers to learning through all we do. Whenever significant decisions are being made or policies developed, we aim to give thought to the equality implications.

We increase and promote access for disabled pupils to the school and its curriculum in a wide range of ways. The school aims to have an inclusive learning environment with full curriculum access, inclusive signage, changing facilities, toilets, shower, ramps, lifts, parking and acoustics. We have recently, (2012) had a lift installed to allow access to Food Technology, ICT Rooms, an English room and one of our Learning Support class teaching rooms. Furthermore, two stair lifts now allow ease of access into the hall and between levels on the main school corridor.

Support staff facilitate access for pupils. The buildings are spread over two or three floors. Most parts of the building are accessible apart from 16 classrooms. The only specialist area which is inaccessible is Art.

An assessment by the Diocesan Advisor for SEND, Property Services, Occupational Therapy and relevant in-house staff has led to significant improvements over recent years to help overcome geographical limitations of the school building. School now has three accessible toilets, one of which has a hoist and changing bed. All subjects can now be accessed by wheelchair users, with the exception of art. The school has a commitment to improving accessibility for all. School has implemented a **Single Equalities Policy in line with the DFE Single Equality Scheme (2010)**. School has also improved acoustics for our hearing impaired pupils; this includes ceiling adjustments and carpeting. We are currently auditing school to enhance the school environment for visually impaired pupils.

St. Augustine's was built to accommodate fewer than the current average number of pupils. Some corridors are narrow. Without careful planning there would be potential for congestion at lesson changeover in some areas.

The school actively provides differentiation to ensure access to the curriculum. This is achieved via specialist equipment for pupils, in the setting of classes and with Teaching Assistant support. Our pupils have access to a range of specialist equipment appropriate to their needs. We liaise closely with specialist services including: occupational therapy and physiotherapists and receive training to deliver personalised programmes of support for pupils when appropriate.

The school does not use height adjustable tables as a rule; however there are adjustable height chairs available around school.

The visual environment has been enhanced. Resources are adapted, as far as possible, for visually impaired pupils. We provide visual timetables for students with significant cognitive difficulties or high levels of specific learning difficulties to support memory and organisation.

Most of the school environment has some acoustic adaptations such as suspended ceilings, carpeting, wall displays and blinds. Some of our hearing impaired pupils use zoom link and other amplification systems.

Parents are encouraged to contact school if written materials need to be presented differently to improve access and we will do whatever we can to make these alternative publications available promptly, using parents preferred formats whenever possible.

We anticipate the needs of students and other members of the school including visitors as best as we can by including consideration of access issues.

SECTION 15: DEALING WITH COMPLAINTS [Complaint Policy](#)

The complaint procedure for special educational needs and disabilities mirrors the school's other complaints procedures.

Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with the Curriculum Leader for Learning Support, who will investigate any difficulties.

If the concern cannot be satisfactorily dealt with at this stage it should be brought to the notice of the Headteacher. If the Head is unable to resolve the difficulty the parental concerns should be put in writing to the SEND Governor, Mrs. V Morris. The Chair of Governors and/ or the Diocesan advisor will be involved after other avenues to resolve the situation have been exhausted.

The complainant will be advised of the role of Parent Partnership and how to make representations to the LEA. We are aware that complaints procedures are currently under review within the Authority.

SECTION 16: BULLYING OF PUPILS WHO HAVE SEND [Anti-Bullying Policy](#)

Our school does its best to take steps to ensure and mitigate the risk of bullying of vulnerable learners. We define bullying as behaviour by an individual or a group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.

We recognise that the bullying of children or young people who have SEND can be subtly different, in that the victim may have particular difficulties in one or any combination of the following areas:

- perceiving
- feeling
- articulating
- disclosing.

Bullying of children with SEND can be exploitive of the child's condition or 'difference', targeting low social resilience linked to that difference, or in some cases exploiting what can be markedly lower levels of emotional immaturity.

At St Augustine's we recognise the importance of being a 'telling school', taking every report of bullying very seriously. We appreciate that best practice involves:

Communication about bullying being open, effective, structured and involving all parties as well as parents/carers. We recognise that by working to maintain open, authentic communication with learner who have SEND, we give our community the best possible chance of creating an empathetic culture of respect, in which bullying is not tolerated and where all learners can feel safe. Where children with SEND are questioned about bullying, we know the importance of using a range of techniques to ensure that the questions are properly understood and learner responses captured accurately.

Anticipation – for example discovering when, where and by whom bullying can take place via carefully structured interviews or questionnaires. Armed with this information, we can take steps to prevent it. We support formal systems of inquiry. Prevention comes in a range of formats in St Augustine's, such as via the development of active teacher and peer support, the building of social skills and resilience in Personal, Social, Health and Education sessions.

Response – we aim to make this both timely and clearly graduated.

St. Augustine's provides a range of supervised safe areas around school at breaks and lunchtimes. Learning Support offers a range of extra-curricular activities during lunch times including a supervised 'Social Club', Craft Club and Paired Reading Club.

The schools' anti-bullying policy is available by a direct link on the school website and hard copies are distributed to pupils each year and are available on request.

The school has active 'Buddy' and 'Mentoring' systems enabling older students to support and mentor younger, more vulnerable pupils.

St. Augustine's have designated school buses for our pupils and there are bus prefects on every bus. Some vulnerable SEND pupils have an allocated bus buddy. School works in partnership with the Local Authority Safer Travel Unit.

SECTION 17: EXAM ACCESS ARRANGEMENTS

This policy should be read in conjunction with the SEND Information Report and the schools Examinations Policy - Section 6.

Principles for Centres

The Equality Act 2010 requires an awarding body to make reasonable adjustments where a candidate who is disabled within the meaning of the Equality Act, would be at a substantial disadvantage in comparison to someone who is not disabled. The evidence of need will vary depending on the disability and the access arrangement being applied for.

The purpose of an access arrangement is to ensure, where possible, that barriers to assessment are removed for a disabled candidate preventing him / her from being placed at a substantial disadvantage as a consequence of persistent and significant difficulties.

Access Arrangements should therefore be processed at the start of the course (JCQ Section 4.2.4. page 17)

The arrangement put in place **must** reflect the support given to the candidate in school, for example: in the classroom, working in small groups, literacy support lessons, literacy intervention strategies etc.

This is commonly referred to as '**normal way of working**'. The key principle is that the SENCO/ Lead Practitioner can show a history of support and provision and that the arrangement is not suddenly granted to the candidate at the time of his / her examination. (JCQ Section 4.2.6. page 18)



Joint Council for
Qualifications

Adjustments for candidates with disabilities and learning difficulties

Access Arrangements and Reasonable Adjustments

This booklet covers the following qualifications:

AQA Applied General qualifications,
AQA Level 1, Level 2 and Level 3 Technical qualifications,
BTEC Firsts, BTEC Nationals,
Cambridge Nationals, Cambridge Technicals,
CCEA Essential Skills qualifications,
City & Guilds Level 2 & Level 3 Technical qualifications,
EJC, FSMQ, Functional Skills, GCE, GCSE, OCR Level 2 Certificates,
Welsh Baccalaureate qualification (WBO),
WJEC Level 1 and Level 2 General qualifications,
WJEC Level 1 and Level 2 Vocational qualifications,
WJEC Level 3 Applied qualifications.

With effect from 1 September 2017 to 31 August 2018

For the attention of SENCOs, assessors and senior leaders within schools and colleges

Produced on behalf of:



Adjustments for candidates with disabilities and / or learning difficulties

Some candidates may require Access Arrangements. The examples given below are illustrative.

- reader / computer reader
- extra time
- scribe
- word processor
- a prompter
- read aloud
- rest breaks
- a live speaker
- modified enlarged papers

Learning Difficulties: Core and Supplementary Evidences Required

<p>At least one score of 84 or less</p> <p>Evidence of normal way of working within the centre (i.e. Section A of Form 8)</p> <p><u>and</u></p> <p>Internal school tests/mock exam papers showing the application of extra time</p> <p><i>or</i></p> <p>IEP/ILP making reference to the need for extra time</p> <p><i>or</i></p> <p>Comments and observations from teaching staff as to why the candidate needs extra time and how he/she uses the extra time awarded.</p>	<p>Two or more scores between 85-89 <u>relating to two different areas of speed of working</u></p> <p>Evidence of normal way of working within the centre (i.e. Section A of Form 8)</p> <p><u>and</u></p> <p>Internal school tests/mock exam papers showing the application of extra time</p> <p><i>or</i></p> <p>IEP/ILP making reference to the need for extra time</p> <p><i>or</i></p> <p>Comments and observations from teaching staff as to why the candidate needs extra time and how he/she uses the extra time awarded.</p>	<p>Three or more scores between 90-94 <u>relating to three different areas of speed of working</u></p> <p>Evidence of normal way of working within the centre showing <u>an extensive history of need; and</u></p> <p>Evidence of <u>a clear, measurable and substantial long term adverse effect on performance and speed of working; and</u></p> <p>A diagnostic assessment report, from <u>no earlier than Year 9</u>, confirming a significant learning difficulty or disability. This <u>must</u> have been undertaken by a HCPC registered psychologist or specialist diagnostic assessor; and</p> <p>A cluster of standardised scores (at least three) relating to <u>three different areas of speed of working just within the average range, - 90 to 94.</u></p> <p>To assist centres with these rare and very exceptional cases, the Equality Act 2010 definition of disability is provided on page 4.</p> <p>HCPC registered psychologists and specialist diagnostic assessors are advised to consider in extreme and unusual cases, particularly where the candidate has complex learning needs, whether section 5.2.3, page 26, might apply.</p>
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Exam Access Arrangements are a provision granted to a candidate in an external national examination where a particular need has been identified by an assessment (for learning needs). The assessments used at St Augustine's are standardised using UK norms and are approved by the JCQ. Assessments must demonstrate evidence of need through quantitative and qualitative measures. The student must meet the criteria as defined in the JCQ 'Adjustments for candidates with disabilities and learning difficulties.'

For those students who have diagnosed and **complex needs** the JCQ also stipulates what constitutes as evidences (core and supplementary) on page 26 of the current guidance (2017-2018)

The following is a summary of the process (learning needs)

Students are awarded EAA during years 7/8/9 on a temporary basis only. This cannot be ratified by the JCQ until formal assessment has taken place / evidences are gathered in the summer term of Year 9.



Using the Inclusion Profile as a guide, teacher evidences are sought via EAA evidences form in the summer term of year 9.



If curriculum areas support the need for EAA and this can be evidenced then a letter is sent to parents / carer requesting permission to formally assess



If curriculum areas cannot evidence need for an EAA then a letter is sent to parents advising of the decision and the rationale.



The results confirm that EAA are appropriate as per JCQ criteria.



The results do not confirm that EAA are appropriate as per JCQ criteria.



OUTCOME OF ASSESSMENT SENT BY LETTER TO PARENT / CARER



Form 8 completed, data consent letter signed and dated by student and application made to the AAO by specialist teacher assessor.



Information stored on exam file. Meeting offered to discuss if requested.



EAA formally communicated via the Inclusion Profile (with completion date) before the start of the course (Summer Term Year 9)

SECTION 18: APPENDICES

1. Special educational needs and disability code of practice: 0-25 years, para 6.28-6.35 (DfE, July 2014)
2. Lancashire Local Authority's Local Offer
3. Our school SEN Information Report (and Contribution to the Local Offer) – St Augustine's SEN Information Report
4. Regulation 51, Part 3, section 69(3)(a) of the Children and Families Act, 2014
5. Other key agencies who regularly work in partnership with us to support families and pupils:
 - Educational Psychology
 - Physiotherapists
 - Occupational Therapists
 - Speech and Language Therapists
 - Hearing Impaired Service
 - ELCAS
 - School Nurse and Health Visitors
 - Child and Family Services.
6. St Augustine's Admissions Policy
7. 'Supporting Children in School with Medical Conditions,' St Augustine's school website
8. 'Supporting Children in School with Medical Conditions,' DfE May 2014 – www.sendgateway.org.uk
9. Accessibility Plan
10. Equality Act 2010: advice for schools, 2013
11. Schools SEN Information Report Regulations (2014) (see www.sendgateway.org.uk)
12. The Children and Families Act 2014
13. The Special Educational Needs (personal Budgets) Regulations 2014
14. Safeguarding and Keeping Children Safe in Education Guidance, 2014
15. Statutory Guidance on Supporting Pupils at School with Medical Conditions, 2014
16. The Mental Capacity Act 2005