

## **SPECIAL EDUCATIONAL NEEDS AND DISABILITIES INFORMATION REPORT**

### **1. Introduction**

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

In line with our mission statement;

**“At Saint Augustine’s we believe that every person is made and loved by God. This is why we respect one another. Within our school community our young people will learn to act justly, love tenderly and recognise God in their lives.**

**Our school helps families to educate their children in accordance with the principles and teachings of the Catholic Church in an environment which inspires, encourages and supports the development of our pupils through nurturing their gifts and talents.**

**Our school community will keep alive the memory of Jesus through the Eucharist and through the practice of our Faith. We want everyone at Saint Augustine’s to experience the joy of the Gospel in their journey through school and beyond.**

**Together we will work to make a difference in our community and in the wider world. We follow the example of Saint Augustine by stepping out in faith and celebrating our reasons for living and hoping.”**

**Reviewed by our school community in 2015**

### **2. Roles and Responsibilities**

The Governing Body has identified a governor, Mrs. Valerie Morris, to have oversight of special educational needs provision in the school and to ensure that the full governing body is kept informed of how the school is meeting statutory requirements. Mrs. Morris meets with the Head-teacher (Mr. Michael Wright) and Curriculum Leader for Learning Support, Mrs. Kay Jameson and receives relevant governor training.

The Head teacher is the school's "responsible person". The Head will keep the governing body informed about the special educational needs and disabilities provision made by the school.

Our Curriculum Leader for Learning Support, Mrs Kay Jameson and the Head-teacher work closely with the special educational needs governor and staff to ensure the effective day-to-day operation of the school's special educational needs and disabilities policy. Together they identify areas for development in special educational needs and contribute to the school's development plan. Kay Jameson coordinates the Special Education Needs and Disabilities support and Education Health Care Plan (EHCP) support.

The SEND Code of Practice 2014 has been implemented and we embrace 'Quality First' education for all.

We currently have fourteen support staff who work directly with our pupils and three SEN specialist teachers. They have a range of qualifications which support the well-being of pupils with special and additional needs and help break down barriers to learning. At St Augustine's we believe that teaching assistants and support staff play a major role in facilitating successful outcomes for our pupils.

All teaching and non-teaching staff are responsible for differentiating the curriculum for pupils with special educational needs and for assisting in monitoring their progress. All Curriculum Leaders review and monitor the progress made by SEND pupils in their subject area and the effectiveness of resources and other curriculum material. Staff work closely with the Learning Support staff to help meet the special and additional needs of our pupils.

## **All teachers at St. Augustine's High School are teachers of pupils with Special Educational Needs and Disability**

Our whole school approach, acknowledges the fact that all children at some time have educational 'needs' and that these only become 'special' in terms of the provision. Our teachers receive regular training in order to be able to deliver our whole school approach to participation, access and achievement.

We support the progress of our SEND pupils by providing;

- Work which challenges pupils sufficiently
- Effective assessment and review procedures
- The involvement of specialist teachers
- Commitment from our Leadership Team to support progress for all our pupils
- Close collaboration with our pupils and parents
- Close liaison with educational, health and care professionals

### **3. Admissions**

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 is aware of the statutory requirements of the SEN and Disability Act and will always endeavour to meet the Act's requirements.

The school works closely with parents to ascertain whether a child has been identified as having a special educational need through induction meetings, attendance at primary reviews, through liaison with primary schools and other agencies.

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.

### **4. Access for Disabled**

In response to the Equality Act 2010, St. Augustine's has developed accessibility planning to show how we aim to receive children with special educational needs. Barriers to participation are considered and how the school intends to overcome these. The school aims to have an inclusive learning environment with full curriculum access, 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 and a Learning Support room. Two stair lifts now allow ease of access into the hall and between levels on the main school corridor.

Assessments 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 Scheme and an Accessibility Policy.

School has also improved acoustics for our hearing impaired pupils; this includes ceiling adjustments and carpeting. The school has been recently audited to enhance the school environment for visually impaired pupils.

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 with our nurse runs within school one lunchtime each week.

Many of our 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 defibrillator.

Health Care Plans are regularly reviewed (at least annually) with relevant medical practitioners, 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).

We embrace the principles of the single 'Education, Health and Social Care Plan'.

## 5. Resources

The governors ensure that specialist teachers, mentors, counsellor and teaching assistants are employed to support the teaching, learning and well-being of our SEND pupils.

The whole school approach to learning support provision means that a proportion of the funding for SEND pupils is allocated by the governors to implement the school's staffing policy. Consequently low ability groups are sometimes taught in small groups with more generous pupil to teacher ratios. 1:1 support teaching and small group teaching is a very important part of the work of the Learning Support Department. Specialist teachers are employed to carry out individual assessments, deliver teaching and learning programmes tailored to meet individual needs. We follow the 'assess, plan, do and review' cycle promoted in the Code of Practice. Teaching Assistants sometimes help to deliver programmes designed by the specialist teacher. Our specialist teachers also assess and arrange examination access provision where appropriate.

Systems are in place and time is identified for staff to review pupil progress, discuss pupil curriculum needs, plan interventions and to communicate information. Our Learning Support Team meets each week to discuss SEND issues, pupil progress, achievement and well-being and to access CPD.

In addition to this learning support teachers meet parents at whole school parents evenings and host a 'special' parents evening during the summer term to review progress and individual education plans. Our active Parent Support Group, which meets each term, also offers an opportunity for parents to collaborate and meet with staff. Appointments for meetings are often made as concerns arise.

Our governors allocate capitation to develop resources in curriculum areas. Staff are kept fully up to date about SEND issues and undertake training as appropriate. Resources are also used for CPD, administration and specialist equipment and resources. Vulnerable groups of pupils access 'Pupil Premium' resources and pupils who have not achieved expected standards in reading and/or numeracy access 'Catch Up' resources to support appropriate interventions. Parents are informed if their child is accessing 'Catch Up' interventions.

## 6. Identification, Assessment, Reviews

We embrace the need for early identification and assessment of pupils with SEND.

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

- Primary School interviews, open evenings, intake evenings, visits and meetings with parents, reviews, primary liaison meetings, learning support and other transfer documentation.
- KS2 assessment results; in particular significant discrepancies in attainment or low attainment.
- The interpretation of NFER Cognitive Abilities Tests, which provides us with verbal, non-verbal, spatial and quantitative data.
- WRAT testing for spelling – this provides a standardised score and age equivalent and an Entry Test for numeracy. Year 7's complete this in September as a baseline and at the end of the year in order to monitor progress.
- 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; concern is sometimes expressed at parents evenings or via record of achievement feedback.
- A pupil expressing concern about themselves.
- 'New Group Reading Test' tests administered to all pupils in the first term at High School by the LS Department. This provides a reading comprehension standardised score and age equivalent.
- Lucid Rapid Dyslexia Screening to help identify pupils who may be dyslexic.
- Lucid Exact for assessment for examination access
- Whole school monitoring systems, which highlight underachievement and discrepancies in curriculum areas at both KS3 and KS4.
- Liaison with external agencies, e.g. social and medical services, Young Peoples Services
- Measuring progress against the progress of similar pupils nationally.

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

- Provision for an SEND pupil should match the nature of his/her needs.
- There should be an assessment of a pupil's needs, followed by interventions and an evaluation of the effectiveness of interventions.
- The views of the child should be given due weight according to age, maturity and capability when any action is taken.
- There should be close consultation and partnership with the pupil's parents or carer.
- Specialists should be involved whenever appropriate, including health and social care professionals.
- All pupils should access 'Quality First' teaching.

## **LEVELS OF SEN PROVISION**

Education Health Care Plan: Support for long term, high level need. Interventions are usually drawn from SEN, well-being, and health professionals. It involves personalised and intensive interventions. EHCPs are now only issued if the authority believes there is a high or complex level of need. Some pupils have a 'Statement' of SEN. They are awaiting transfer to EHCPs. Pupils receive specific levels of funding for specialist teaching and/or TA support. Each pupil with a statement has a formal Annual Review and a Generic Individual Education Plan (IEP).

SEN Support: This usually involves short term interventions of two terms but could become a longer term low level intervention, e.g. if a pupil requires examination access arrangements. SEN support involves interventions that enable some pupils to catch up with age related expectations. Interventions can include specialist involvement, (either outreach or in-house), perhaps ELCAS or a referral to Child Action North West or in-house interventions such as Counselling. This stage does not usually include an IEP, but pupils will receive specific interventions. Some pupils at this level have a Pupil Support Plan to help support behaviour and well-being.

We aim for all our teachers to deliver 'Quality First' Inclusive teaching and provide resources and training to enable this.

If a parent or teacher is concerned about a child and thinks that the child may have a special need, the teacher completes a yellow 'Cause for Concern' form or they discuss their concerns with a specialist teacher for SEN. This 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.

### **Movement to SEN Support**

A pupil is placed at SEN support if it is appropriate to provide interventions, which are additional to or different from those provided by the schools usual differentiated strategies. This is usually as a result of little or no progress being made in identified areas of weakness, difficulty in acquiring literacy or numeracy skills, persistent emotional and/or behavioural difficulties, sensory or physical/medical needs, or communication and/or interaction difficulties.

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

### **Movement to EHCP**

If it is felt to be appropriate, a pupil is referred for a statutory assessment of their special educational, care and medical needs This usually occurs when there is a high level complex need and strategies at SEN Support level have been exhausted or when a difficulty increases or when a pupil continues to make little or no progress. At least one outside agency is usually involved; this could be the school Educational Psychologist, ELCAS, Inclusion Development Support Services, Youth Offending Team support etc. Again liaison between pupil, parents, staff and agencies is made to inform effective

planning and strategies. This may or may not lead to an Education Health Care Plan, depending on the decision made by the LEA.

## **Support Reviews**

School will often use parent's evenings as an opportunity, convenient to parents, to review progress. However parents are informed that we can review whenever it is felt there is a need to, whether that be in response to a health, educational, home or well-being change or difficulty.

Reviews often take the form of a TAF meeting where all relevant agencies working with a family are invited, including sibling support workers and families.

IEPs are used when there is a need for staff to have more detailed knowledge of a pupils needs. They are reviewed regularly with parents, pupils and staff. 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 and 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 with 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 which include a review of the 'All About Me' profile. 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. Only very rarely do parents fail to be involved. Home visits and transport are provided if required and we always welcome support from Lancashire Parent Partnership.

## **7. Curriculum**

We believe that SEND pupils are entitled to an inclusive, broad and balanced curriculum, delivered in a relevant and differentiated manner, which enables progression and continuity to be experienced. Pupils and support staff are organised within departments to enhance access to the curriculum. Differentiated strategies are adopted by all departments in relation to teaching methods, styles and resources in order to promote independent learning. Outcomes are monitored, reviewed and evaluated.

Care is taken to ensure that the ability of bi-lingual pupils is recognised and that these pupils are not regarded as having SEND simply on the basis of language.

1:1 or small group intervention support out of the classroom are sometimes appropriate to facilitate individual progression. Specialist teaching is often skills based, particularly for reading, writing, spelling or numerical programmes of study and may involve ICT and integrated learning systems. speech and language interventions are delivered where appropriate. Counselling, social skill, physiotherapy, and 1:1 sessions may also be appropriate.

The Learning Support department considers it good practice to liaise closely with curriculum leaders and subject teachers when arranging support from their classes. Where appropriate, timing of support lessons will be reviewed so that the same lesson is not missed for a whole year. We try to avoid 'favourite' subjects and subjects which a pupil is likely to want to study at GCSE .

It is helpful for the pupil and the class teacher if arrangements are agreed for catching up on class work missed or for collection of home-learning. A TA will often assist by making notes for a pupil whilst they are absent from class.

**It is important that teachers refer to Individual Education Plans and use their 'Inclusion Profiles and Provision Map' to inform planning.** Where relevant, subject teachers sometimes set their own subject specific target for the SEND pupils they teach. This is in addition to the generic targets set by specialist teachers, pupils and parents. Teachers are asked to review progress prior to a review, particularly in relation to targets set.

Sometimes a decision is made to personalise the curriculum. This could involve taking part in an alternative intervention during a particular subject. This is usually decided upon at a review. A decision to dis-apply from a subject is only made if all parties involved; pupil, parents, relevant agencies and staff agree. The Deputy Head teacher (Curriculum), Mrs. A. Wilkinson, assists with this process.

The school has adopted whole school tracking and assessment systems at KS3 and KS4. The Assessment Coordinator has liaised closely with Learning Support to ensure that pupil self-esteem and achievements are recognised.

Our curriculum continues to evolve to meet the needs of its pupils. Recent developments, which specifically support pupils with SEND, are in-house Level 1 courses in Horticulture, Construction, Jamie Oliver Food award and Child Care. These courses aim to promote life skills and independence at KS4 and prepare pupils for their personal pathways into College post 16. We have links with local Colleges and providers.

Our option system allows pupils to opt for study time and offers alternative subject choices where some pupils may experience specific difficulties, e.g. Modern Languages. Some vocational GCSE's have been introduced so that pupils can develop specific strengths in a work related environment. School uses Raise on Line, Fisher Family Trust, CAT scores, KS2 assessment data and Pupil Attitude Questionnaire data to help inform planning in relation to progress. The Assessment Co-ordinator analyses GCSE results and SAT's results for all ability groups and feedback is provided for all Curriculum Leaders, SLT and relevant staff.

## **8. Access to the full life of the School**

All pupils, whether they have a special educational need or not are involved in the full life of the school. St. Augustine's caters for all pupils on an equal opportunity and inclusive basis. This includes break, lunchtime and extra-curricular activities and visits. Some examples of how the school promotes full access to the life of the school are listed below:

- If there are financial reasons why a pupil cannot participate, school will fund as appropriate.
- Health Care Plans ensure that pupils with medical needs are included and that necessary support is provided.
- School provides a home-learning/social club and supported study sessions.
- Teaching Assistants or LS teachers accompany school outings to enhance accessibility and health and safety.
- Hearing Impaired pupils are encouraged to position themselves optimally and radio-aids are worn as appropriate
- Year 11, Year 10 pupil mentors, pre-teaching mentors and paired reading buddies support year 7 pupils, particularly in their first term at High School.
- Foam javelins and brightly coloured balls promote inclusion in sport for dyspraxic and visually impaired pupils. Additional County and District SEND support events are attended. We provide dyspraxia exercise and movement interventions and club to support balance, gross and fine motor skills.
- 'Buddy' systems are sometimes employed to support inclusion in team activities and drama.
- An alternative end of year 'treat' is sometimes offered by Learning Support, for pupils who find theme parks threatening.
- The Learning Support Lead Teacher is fully qualified to assess pupils for access arrangements and takes great care to ensure that pupils who are eligible receive appropriate provision.
- A Social Club is available for pupils who are vulnerable at lunchtime.

## **9. Success Criteria**

We are committed to the idea of self-evaluation and enquiry in order to:

1. Ensure that pupils make progress
2. Support the ethos of the school

3. Improve efficiency and effective deployment of resources
4. Enhance the quality of provision
5. Improve standards.

Monitoring and evaluation procedures are carefully followed and performance management of both teachers and TA's is rigorous.

Parent and pupil questionnaires help us to identify strengths and weaknesses.

### **Quantitative Judgments**

Quantitative information used to measure success includes:

- Evaluating the performance of SEND pupils in internal assessments and GCSE examinations, particularly in relation to targets set by the assessment team.
- Monitoring progress using PIVAT charts and school assessment levels and CAT scores.
- Monitoring numbers of pupils on the Inclusion Profile at both stages.
- Monitoring the range of different needs on the Inclusion Profile.
- Use of whole school tracking systems in every curriculum area by all staff to identify progress of SEND pupils.
- Monitoring of reading, spelling and numeracy scores.
- Monitoring parental involvement through attendance at reviews and parents evenings.
- Monitoring of attendance and feedback from LS CPD sessions.
- Use of Raise on Line, SISRA and Fisher Family Trust data etc.
- Monitoring the outcomes of the Lancashire Pupil Questionnaire
- Evaluating the outcomes of targets set on IEPs.

### **Qualitative Judgments**

Qualitative judgments of success include:

- Pupil feedback using a learning support pupil questionnaire / tell us what you think forms.
- Staff views.
- Active participation in discussions relating to promotion and demotion of pupils
- Evaluating concerns and comments from colleagues.
- Evaluating achievements in relation to targets set in annual LS and school development plans.
- Monitoring teaching and learning strategies through the whole school performance management system. This includes lesson observations within the LS department, other departments and by senior management
- Appraisal reviews with TAs using feedback from class teachers.
- Reviewing the effectiveness of individual pupil targets by subject through annual review procedures, which invite teachers and support staff to comment on existing targets, and suggest new targets.
- Parental and pupil comments and contributions to reviews.
- Parental feedback through comments cards and letters.
- EPS, Advisor and LEA feedback
- Ofsted parental involvement and reports.
- Learning Support CPD evaluation forms.
- Liaison with other secondary schools
- Evaluation of our IEP systems.
- Pupil and Parent questionnaire responses.

## **10. Complaints**

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 concerns.

If the concern cannot be satisfactorily dealt with at this stage it is brought to the notice of the Head teacher. If the Head is unable to resolve the difficulty the concerns should be put in writing to the

SEND Governor, Mrs. V. Morris. The Chair of Governors 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.

## **11. Training**

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

The SENDCo and Head will keep fully up to date about special educational needs issues through attendance at training and cluster and district meetings. In addition, the SENDCo will develop her skills through attendance at specialist training, 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/SENDCo and formally at staff meetings, through briefings, PARS and training.

Non-teaching staff who 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 our weekly team meetings, CPD, staff briefings, induction sessions and PARS messages.

St Augustine's has hosted a conference taking a holistic approach to dyslexia, ADHD and autism : this involved working with parents, pupils and staff. Our Parent Support Group regularly offers training opportunities for parents and learning support staff.

Attachment issues, medical needs, autism, optometry, 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 proposed government changes to SEND.

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.

Kay Jameson is a 'Leading SENDCo' in the LEA and continues to advise other SENDCo's in the authority regarding good practice.

## **12. Outside Agencies including Health Services**

Although there are fewer centrally retained support services in Lancashire than there were in the past St. Augustine's continues to liaise with:

- Inclusion Development Support Services (IDSS)
- Health - Nurses, Doctors, Occupational Therapists, Physiotherapists, Psychiatrists, ELCAS and Paediatricians.
- School Attendance Worker (in-house)
- Social Care
- Lancashire Parent Partnership
- Ethnic Minority Achievement
- Young Peoples Services and Careers Worker
- Colleges and Primary Schools
- Youth Addaction
- Advisers; LEA and Diocesan
- Educational Psychology
- Young Carers
- Counselling Services
- Speech Therapy
- HARV
- Youth Offending Team
- Futures
- Child Action
- Durham University Dyspraxia Programmes

### 13. Parents

Involvement of parents is a strong feature of the 'Code of Practice', 'The SEND Toolkit', 'SEN and Disability Act', 'The Lamb Report' and other current thinking. 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, intake evening, transition visits and induction evening interviews.
- Hosting a SEND Parents Support Group for the area which is chaired by a parent.
- 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 and transition visits to school and our staff visiting primary schools.
- Making home visits.
- Arranging transport.
- Communicating with parents via telephone, e-mail, text, review summary information, parent's evenings, notes in home-learning diaries etc.
- Involving parents whenever possible in provision mapping, interventions, review procedures, target setting on IEPs and at reviews.
- 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.
- Tracking feedback every 6 - 7 weeks at KS4, which provides details of individual progress in relation to effort, behaviour, homework, coursework and attendance.
- ROA's during the summer term for each subject.
- Providing Learning Support ROAs in the summer term which give an overview of progress, current and future interventions.
- Hosting additional parents evenings so that pupil progress can be reviewed.
- Informing parents of support groups which they may find useful.
- 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. We have recently hosted demonstrations of dyspraxia exercise programmes and coordinate regular Post 16 and Option Careers Evenings for pupils who will require support at College. The Parent Support Group meeting minutes, plus a copy of this policy and useful tips for parents are included on the school web site.

### 14. Links

School has made links with special schools in order to arrange Post 16 transfer links for pupils experiencing significant difficulties. Links with local Colleges are well established. Regular liaison meetings are held and our College partners are invited to pupil review meetings when appropriate.

St. Augustine's invites local primary, special and secondary school staff, pupils and parents to its SEND conferences and CPD.