



## **SEN and Disability**

### **Local Offer: Secondary Settings**

Mainstream, Short Stay Schools, Special Schools  
and Academies

Name of School: St Augustine's RC High

School Number: 11109

School/Academy Name and Address	St Augustine's RC High		Telephone Number	01254 823362
	Elker Lane Billington BB7 9JA		Website Address	www.sarchs.com
Does the school specialise in meeting the needs of children with a particular type of SEN?	No	Yes	If yes, please give details:	
	✓			
What age range of pupils does the school cater for?	11 to 16 years			
Name and contact details of your school's SENCO	Mrs K A Jameson Tel. 01254 823362 ext. 145 jamesonk@sarchs.com			

Name of Person/Job Title	Kay Jameson Curriculum Leader Learning Support (SENDSCO)		
Contact telephone number	01254 823362 Ext.145	Email	jamesonk@sarchs.com

Please give the URL for the direct link to your school's Local Offer	<a href="http://www.sarchs.com">www.sarchs.com</a>		
Name	St Augustine's R C High School	Date	Autumn Term 2016

Please return the completed form by email to:  
[IDSS.SENDReforms@lancashire.gov.uk](mailto:IDSS.SENDReforms@lancashire.gov.uk)

## Accessibility and Inclusion

- The building is partially wheelchair accessible, with one lift and several platform lifts. There is an accessible parking space at the main entrance and several ramps. The changing rooms are fully accessible and the school has three accessible toilets, one with hoist, changing bed and shower. Support staff facilitate access for pupils. The buildings are spread over two or three floors. The school is largely accessible with the exception of 11 classrooms. The only specialist area which is inaccessible is Art and Modern Languages.
- St. Augustine's was built to accommodate fewer than the current number of pupils. Some corridors are narrow. Without planning for certain pupils or extension to the school buildings there would be potential for congestion at lesson changeover in some areas.
- The school actively promotes differentiation to help ensure access to the curriculum. This is achieved using
  - 'Quality First' teaching strategies
  - Specialist equipment for pupils
  - Careful setting of classes
  - Teaching Assistant support
  - Dedicated Pupil Support Suite.
  - Specialist teaching
  - External agency support
  - Whole school Inclusion Profile
  - Individual Education Plan (IEP's) as 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.
- 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.

## Teaching and Learning

- Strong primary links with our partner primary schools and parents and carers enable the identification of most children with SEND before transfer. Screening tests in reading, spelling and numeracy and cognitive abilities in the first weeks of year 7 provide further information. Updates are made annually or more frequently if appropriate. The school will refer to external agencies for assessments or diagnosis as appropriate following consultation with parents/carers.
- 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 Specialist Teachers and Teaching Assistants. This may be in the form of specialist teaching programmes, reading, scribing, prompting, and assisting with specialist equipment, providing encouragement and a plethora of other support appropriate to pupils' social, emotional and academic needs.
- Access to the curriculum is supported by our school policy regarding the setting of pupils. This enables us to provide 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 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.
- There are lap-tops available in school to enhance learning progress and to assist identified pupils with handwriting and recording needs. We can also provide angled writing supports as appropriate. The Learning Support department maintains open consultation with ELCAS and a variety of external agencies to provide advice and support across the range of SEND. Our school Counsellor and Pupil Support and Well-being Mentors provide support for pupils with social, emotional and behavioural needs.
- 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. Teachers and Teaching Assistants are given relevant pupil information at the start of each school year and specialist nurses provide training for specific medical conditions. Our Learning Support team meets on a weekly basis to discuss strategies and to evaluate progress. Meetings sometimes involve CPD training or therapy training.

- Although at St Augustine's we believe that all teachers are teachers of SEN, our Learning Support Department includes three, experienced specialist teachers. Our school SENCO has expertise and experience in the full range of SEN. Our Lead Teacher in SEN specialises in Dyslexia, Dyspraxia and examination access. Our third specialist teacher has expertise in supporting pupils on the ASD spectrum. We currently employ 8.3 FTE Teaching Assistants. At Key Stage 4 some of our Teaching Assistants work in their own areas of expertise to provide specialist support in and out of the classroom.
- The Learning Support Department provides ongoing continuing professional development for support staff, both in-house and on selected courses, appropriate to pupil needs. The SEN team meets on a weekly basis to discuss pupil progress and interventions.
- Our Lead Teacher of SEN is qualified to assess pupils and to provide the full range of Access Arrangements for Examinations, in line with examination board guidelines.
- Educational progress and outcomes are shared with parents/carers via Review/TAF Meetings, Interim Reports and Monitoring, telephone, email, Learning Support Records of Achievement and an additional Learning Support Parents' Evening and our Parent Support Group meetings. Parents are invited to monitor their child's progress, attendance and behaviour with access to PARS via the school website and through their child's Home-learning Planner. School contact details of specialist staff are shared with parents.
- School has close links with local colleges and providers. There are a small number of pupils who access courses which are on offer from external providers.

- We regularly liaise with external providers to monitor attendance, progress, behaviour and engagement to ensure that the quality of provision and safeguarding is appropriate.
- Currently every pupil in Year 10 has the opportunity to participate in a two week Work Experience placement.
- Our Inclusion Profile and Provision Map records the wide range of interventions tailored to meet individual pupil needs. This is continually reviewed and updated.

### **Reviewing and Evaluating Outcomes**

- EHCP and Statement Reviews are carried out in line with statutory guidance. A range of health and education professionals are involved in annual review meetings to help evaluate progress towards meeting objectives. Provision plans are updated as to reflect any changes.
- Progress of other pupils with SEND support needs is discussed and reviewed 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.

### **Keeping Children Safe**

- Preliminary assessments are made by the SEND and pastoral teams prior to pupils transferring to St. Augustine's. There may be a meeting of agencies involved with a pupil to assist with transition.

- Handover arrangements at the start and end of the day are agreed with parents/carers and appropriate agencies.
- School has an accessible parking space at the main entrance.
- St. Augustine's provides a range of supervised safe areas around school at breaks and lunchtimes. Learning Support offers a Social Club and a range of extra-curricular activities during lunch times.
- All school trips are processed through the recommended 'Evolve' system. Medical forms accompany all school trips. Teaching Assistants help support individual needs.
- School policy on safeguarding is clear. It is inclusive and comprehensive and specifies additional requirements for SEND pupils.
- 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.

### **Health (including Emotional Health and Wellbeing)**

- School has a policy entitled; 'Medical information, medicines and health care plans' detailing the safe keeping and administration of medication which has been issued to all families.
- 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.
- 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 with asthma and diabetes as appropriate. Additional first aid training is arranged in-house on a regular basis. Health Care Plans give detailed protocols for individual pupil health needs.
- Regular visits from the school nurse are made. Speech and language services, ELCAS workers, Educational Psychology service, Bernardo's workers and other health and therapy services are all subject to safeguarding procedures. St. Augustine's provides emotional health and well-being support via our pastoral support system, qualified in-house counselling and pupil support and well-being mentoring. School implements physiotherapy and occupational therapy programmes, where appropriate.

### **Communication with Parents**

- 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.
- School hosts an annual Open Evening and Parents' Evenings for each year group. The Learning Support Department offer a further Parents' Evening in the summer term. St. Augustine's has a Parents Support Group which meets each term to support parents of SEND pupils.
- Parental feedback is actively encouraged via 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 and PTFA. Our Parent Support Group also regularly offers opportunities for feedback both written and verbal.

## Working Together

- The school has an active pupil voice. We have representatives from each year group on our Pupil Council which meets regularly. Staff appointments include a student panel which meets with candidates, asks prepared questions and feeds back information to the appointments panel. We value pupil feedback via our own SEND questionnaires.
- The school has active 'Buddy' and 'Mentoring' systems enabling older students to support and mentor younger, more vulnerable pupils.
- Paired Reading partnerships with pupils are part of our Intervention Strategy.
- Pupils help to shape the support they receive and are encouraged to discuss preferred strategies and develop independent learning and living skills.
- Pupils are asked to complete a questionnaire about school, their learning and well-being. Pupil voice is central in informing IEP targets and the provision of support.
- 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. Meaningful collaboration is at the heart of our parent links. 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 a designated SEND Governor who liaises with SENDCO and helps with the appointment of staff. Reports to Governors

ensure that there is a regular, comprehensive review of provision.

- All parents and pupils sign a Home/School agreement when a pupil joins the school. This supports safety and safeguarding for all.
- Parents are informed that they can contact their Link Teacher at any time and arrange a meeting or make amendments to Health Care and other plans.

### **What Help and Support is available for the Family?**

- 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 and speakers from support agencies are invited to promote activities as part of our Parent Support Group meetings.
- 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.

### **Transition from Primary School and School Leavers**

- The school works with feeder primary schools and Parent Partnership Officers from Year 5, through to arrival in Year 7.
- The school hosts an Open Evening each year and parents are invited to attend. Follow up meetings with parents are offered with SEND staff and there is a series of transition meetings with primary school prior to transfer.
- SEND staff attend Year 6 transitional review meetings. 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 Intake Family Mass.
- The Head Teacher and Pastoral Head of Year 7 visit each feeder primary school in the summer term.
- 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.
- St. Augustine's offers some 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 on a three-year cycle.
- 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.

### **Extra-Curricular Activities**

- 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 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.