

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

1. Introduction

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.”

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 the statutory requirements. Mrs. Morris meets with the Headteacher (Mr. Michael Wright) and Curriculum Leader for Learning Support (Mrs. Kay Jameson) and has received 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.

The Curriculum Leader for Learning Support 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 co-ordinates the various 'waves' of provision, including statements of special educational need (EHCP). New government proposals in 'The Green Paper for SEND' are being introduced and we embrace 'Quality First' education for all.

We currently have thirteen support staff who work directly with our pupils. 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 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.

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 the school offers. 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
- Good assessment and review procedures
- The involvement of specialist teachers
- Commitment from our Leadership Team to progress for all our pupils

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 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 they 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, 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 and English rooms. Two stair lifts now allow ease of access into the hall and between levels on the main school corridor.

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.

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.

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).

We embrace the principles of the single 'Education, Health and Social Care Plan' which will replace statements of SEN.

5. Resources

The school uses the child's statement (EHCP) to help identify the areas of pupil need and make appropriate provision. The governors ensure that teaching assistants are employed to support the teaching, learning and well-being of our SEND pupils. School receives regular visits from the IDSS who carry out formal 'Core' visits to support the monitoring of pupils with statements (EHCP).

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, teaching and learning programmes tailored to meet individual needs at Wave 3 and oversee interventions at Wave 2. 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, discuss interventions and to communicate information. Teaching Assistants meet each week to discuss SEND issues, pupil progress and well-being and to enhance training. In addition to this learning support staff meet parents at whole school parents evenings and host a 'special' parents evening during the summer term to review progress and individual education plans. The parent support group, which meets each term, also offers an opportunity for parents to meet with staff and appointments for meetings are often made as concerns arise.

The governors allocate capitation to develop resources in curriculum areas. Governors ensure that 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 level 4 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 recent government proposals for the early identify and assessment of pupils with SEND and look forward to the proposed single educational, health and social care processes identified in the 'Green Paper'.

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

- Primary school interviews, visits and meetings with parents, reviews, primary liaison meetings, learning support and other transfer documentation.
- KS2 SAT's results; in particular significant discrepancies in, or low attainment between curriculum areas of low achievement (level 3 or below).
- The interpretation of NFER Cognitive Abilities Tests, which provides verbal, non-verbal and quantitative data.
- WRAT testing for spelling and numeracy – this provides a standardised score and age equivalent. 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.
- 'New Macmillan Group Reading' 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.
- WRAT reading tests for comprehension and accuracy and other diagnostic testing.
- Lucid Rapid Dyslexia Screening to help identify pupils who may be dyslexic.
- 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 etc.
- Measuring progress against the objectives specified in the National Literacy and Numeracy Strategy Frameworks.
- A concern expressed by a pupil about his or her own progress.

Our response to SEND embodies principles central to the Green Paper;

- 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 parent 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

WAVE 3 - This is long term, high level intervention from a SEN specialist teacher, pastoral leader or significant levels of support from an outside agency/ies. It involves personalised and intensive interventions.

Full Statement of Special Educational Needs - EHCP

'Statemented' 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). New statements are now only issued if the authority believes there is a high or complex level of need.

School Action Plus

Support includes specialist involvement, (either outreach or in-house), perhaps ELCAS or an Educational Psychologist referral. Pupils have an IEP or IBP and usually, 1:1 support time.

WAVE 2 - This is usually a short term intervention of two terms but could become a longer term low level intervention, e.g. if a pupil requires examination access arrangements. It involves interventions that enable some pupils to catch up with age related expectations.

School Action

This stage does not usually include an IEP, but pupils will receive specific interventions. If the intervention is that a pupil is seeing Celia Povey, our school counsellor, they will be at SA level. If a pupil has an Individual Behaviour Plan this will be available on staff 'T' drive:IBPs.

WAVE 1 – This is 'Quality First' Inclusive teaching and monitoring of progress by a SEN or Pastoral link teacher.

Monitoring

A pupil may be a cause for concern, or may require monitoring to ensure that progress is maintained. Pupils at monitoring level will not have an IEP.

Pupils on SA/SA+ who have been reviewed and continue to require additional support will be recorded as receiving SEN support in the school census. Those pupils not yet reviewed will be recorded under SA/SA+ categories. All pupils will be reviewed and where appropriate transferred over no later than September 2015.

How a child is placed on Monitoring stage - Wave 1

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. Copies are available in the Student Support Area. This ensures that a pupil will be monitored for progress and that initial strategies are recorded.

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 school action or school action plus level. This is usually a joint decision made between parents and school.

Movement to School Action - Wave 2

A pupil is placed at school action stage 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 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.

Liaison with parents, pupil and staff ensures that support is appropriate to the pupils needs. All staff have a provision map which provides information about a pupils need, examination access arrangements and current interventions.

Following the advice of our County Advisor, pupils who receive in-house counselling are placed at school action level.

Movement to School Action Plus - Wave 3

A pupil at Wave 3 receives support either from an external agency or from a qualified specialist teacher. This usually occurs when strategies at school action stage have been exhausted, when a difficulty increases or when a pupil continues to make little or no progress. An outside agency 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. If it is felt to be appropriate, a pupil is referred for a statutory assessment of their special needs. This may or may not lead to a statement of SEND, depending on the decision made by the LEA.

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.

7. Curriculum

We believe that SEND pupils are entitled to a 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 National 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 on the basis of language.

1:1 or small group support lessons 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 materials are delivered where appropriate. Counselling, Social Skill Groups and 1:1 tutorial 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. 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 homework.

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 disapply a pupil from a particular subject. This is usually decided upon at a review. A decision to disapply is only made if all parties involved; pupil, parents and staff agree. The Deputy Head teacher (Curriculum), Mrs. A. Wilkinson, assists with this decision.

The school has adopted whole school tracking systems at KS3 and KS4. The Assessment Co-ordinator 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, include the introduction of the Preparation for Working Life award which was used with a specific group of pupils 2011-12. This has been followed up during 2012-13 with in-house Level 1 courses in Horticulture, Construction and Hair and Beauty. These courses aim to promote life skills and independence at KS4 and prepare pupils for College post 16. We currently have Links with Myerscough College, Step to Work and KS4 Projects. Our option system, allows pupils to opt for study time and to disapply from subjects where they experience specific difficulties, e.g. Modern Languages. Some vocational GCSE's have been introduced so that some pupils can develop specific strengths in a work related environment.

School uses Raise Online, Fisher Family Trust 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.
- The LS department provides a daily home learning club and supported study sessions.
- Teaching Assistants or LS teachers accompany school outings to enhance accessibility, health and safety.
- Hearing Impaired pupils are encouraged to position themselves optimally and radio aids are worn as appropriate
- Year 11 pupil mentors and Paired Reading and Science & Maths 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.
- '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 Skills 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 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 scales.
- Monitoring of numbers and movement of pupils on the Inclusion Profile at the various stages.
- Monitoring of 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 SEN 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 and Fisher Family Trust data.
- 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 leaver's questionnaire / tell us what you think forms.
- Staff views e.g. on the usefulness of IEPs.
- 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 the annual LS and whole 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.
- Reviewing the effectiveness of individual pupil targets by subject through annual review procedures, which invite staff to comment on existing targets, and by suggesting new ones.
- Parental and pupil comments and contributions at reviews and through questionnaires.
- Parental feedback through comments cards and letters.
- EPS, Advisor and LEA feedback
- Ofsted parent questionnaires and reports.
- Learning Support CPD evaluation forms.
- Involvement in the LEA SEN Reviews
- 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 difficulties.

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

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 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, learning support bulletins 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 meetings, CPD, induction sessions and learning support bulletins.

Leading Edge Status in the past has led to several important training initiatives. 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 in 2003. During 2004 school has led a conference taking a holistic approach to Dyslexia. The LS department hosted an ADHD conference in 2005 for pupils, parents and staff. In 2006 the focus was Autism and in 2007 Hearing Impairment. In 2009 the focus returned to Dyslexia, targeting pupils, staff and parents to enhance provision and understanding of dyslexia. Attachment issues, medical needs, autism, global delay and behaviour have all formed the focus of recent training. The 'Whole School Approach to Access, Participation and Achievement' has been delivered this academic year, 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.

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

12. Outside Agencies including Health Services

Although there are fewer centrally retained support services in Lancashire than there were in the past there still remains a number of agencies with whom St Augustine's continues to liaise. These include;

- 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
- Early Break
- Advisers; LEA and Diocesan
- Educational Psychology
- Young Carers
- Lancashire Education Medical Service
- Counselling Services
- Speech Therapy
- HARV
- Youth Offending Team
- SNAP
- Training 2000
- Durham University Dyspraxia Programmes

13. 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 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 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 homework 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.
- 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, homework, coursework and attendance.
- Detailed ROA's during the summer term for each subject,
- Providing detailed 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.
- Providing a 'Strengthening Families' Programme.

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.

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 with significant difficulties. In recent years pupils have moved on to attend a post 16 special school life skills course.

Links with local Colleges are well established. Regular liaison meetings are held and our College partners are invited to pupil review meetings when appropriate. Sometimes pupils are placed on a Y11 work placement, studying vocational and basic skills courses.

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

Reviewed June 2015