





St Augustine's Catholic High School

SEND Information Report

Approved		Date
Chair, Governors C Hubble		30.06.20
Principal G T O'Connor		30.06.20
Full Board	Reviewed at Curriculum & Standards	24.06.20
	Ratified at Full Board	30.06.20
Cycle of Review: Annual		
Next Review Date: June 2021		



Our Lady Of Lourdes Catholic Multi-Academy Company

SEND INFORMATION REPORT AND LOCAL OFFER

'It is our aim to provide the very best for all pupils in our schools in the context of a loving Christ-centred educational community.'

Our Lady Of Lourdes Catholic Multi-Academy Company				
		First school 4yrs- 9yrs	Middle School 9yrs – 13yrs	High School 13yrs- 18yrs
Type of school	Multi-Academy Company (4-18yrs)	Our Lady of Mount Carmel Catholic First School, Redditch St. Peter's Catholic First School, Bromsgrove St Thomas More First School, Redditch	St. Bede's Catholic Middle School, Redditch	St. Augustine's Catholic High School, Redditch
Specialist provision on site		None	None	None

	Year 9	Year 10	Year 11	Year 12	Year 13
Statement/EHCP	4	1	1	1	0
SEN Support	24	22	15	2	2

Beliefs and values

As Catholic Academies within the Our Lady of Lourdes Catholic Multi-academy company we recognise the gifts and needs of each individual as a valued part of our community. Although it may be considered that all children at some point in their education have individual special needs, there are groups of pupils throughout the spectrum of ability who have further and additional individual requirements. We are committed to working for quality and equality of opportunity for all children.

We believe that every teacher is a teacher of every pupil; including those with SEND.

School Information Report for Our Lady of Lourdes Catholic Academy

1. What kinds of Special Educational Needs does our school make provision for?

Types of need and what they could look like	Examples of support in our school	How we check it is working.
<p>Cognition and learning;</p> <p>Learns at a slower pace than then their peers and their long term outcomes may not be the same.</p>	<p>Quality first teaching.</p> <p>Some pupils will access support within the classroom from an additional adult.</p> <p>Curriculum adaptations are made when appropriate including access to IT.</p> <p>For a very small number of children, additional literacy/numeracy intervention will be provided.</p> <p>For very few children 1-1 support will be accessible.</p> <p>In some cases, specialised help may be sought from outside agencies who are able to make recommendations of how we can further support pupils.</p>	<p>Using normal school monitoring and tracking procedures e.g. Teacher observations, pupil assessments.</p> <p>Further and more specialist assessments will be undertaken for the pupils receiving more focussed teaching and support.</p> <p>Monitoring attendance</p>
<p>Communication and interaction:</p> <p>Difficulty in understanding what is said, being able to express what they want to say and understanding social behaviours.</p>	<p>Quality first teaching.</p> <p>Pastoral support – Form teacher, Head of Year.</p> <p>Some pupils will access support within the classroom from an additional adult.</p> <p>For a very small number of children support will be available from the Communication and Autism Team.</p> <p>For a small number of pupils, support will be available from the Speech and Language Team</p> <p>For a small number of pupils, additional social skills intervention will be provided.</p>	<p>Monitoring attendance.</p> <p>Making expected progress.</p> <p>Using normal school monitoring and tracking procedures e.g teacher observations, pupil assessment, learning walks, data</p>
<p>Social, emotional and mental health:</p> <p>This encompasses a broad range of difficulties that may affect a child at various times throughout their education.</p>	<p>Pastoral support – Form tutor, Head of Year.</p> <p>Quality First Teaching</p> <p>Mentoring system.</p> <p>Individual plans will be put into place as required.</p>	<p>Monitoring attendance.</p> <p>Making expected progress.</p> <p>Using normal school monitoring and tracking procedures e.g teacher observations, pupil assessment, learning walks, data</p>

	Referrals to CAMHS, Children's Service, and other specialist organisations will be made as required.	
Sensory and/or physical needs: Some children may have a hearing impairment, a visual impairment or a physical disability.	Access to specialist support from the Sensory Support Service, Chadsgrove Outreach, This is a fully accessible school and pupils with wheelchairs and walking aids can access all areas if appropriate (sometimes taking alternative routes to avoid steps). The learning environment is carefully assessed and adapted as necessary.	Monitoring attendance. Using normal school monitoring and tracking procedures e.g teacher observations, pupil assessment, learning walks, data Access to all curriculum areas where possible. This is not a fully accessible school and children with wheelchairs and walking aids can access the ground floor.

1. How do we know our provisions work?

Through daily observations, termly reviews and assessments. Staff, parents and students are involved in the review process and their wishes and feelings are paramount. Data is reviewed regularly.

2. How does our school identify and assess Special Educational Needs?

- Through concerns of the student, the parent or the class teacher.
- Where a student is identified to benefit from "provision that is additional to or different from that made generally for other children of the same age by mainstream schools" (The Code of Practice 2015 p16, xv) we will follow the 4 Point Plan: Assess, Plan, Do, Review.
- In some cases, external agencies are involved to identify and assess need and to suggest further support strategies.
- For further details around identification and assessment please see out Special educational Needs policy on our school website.

3. How do the school know how much progress is being made by pupils with Special Educational Needs?

At Our lady of Lourdes Academy we strive to support all children to enable them to achieve at school.

In order to do this many steps are taken to support them through their learning journey.

Quality teaching is vital; however for some students there are occasions when they need further provision that different from and additional to that made generally for others of the same age.

Regular testing

Data Monitoring

SenCo attends raising standards meetings

4. What extra-curricular activities can a pupil with Special Educational Needs access at school?

Best endeavours are made to ensure that all pupils with SEND are included in extracurricular activities. If the activity is led by an external provider, parents are encouraged to liaise with them directly. If an activity is led by an employee of the MAC then:

- Risk assessments are carried out and procedures are put in place to allow all students to participate in activities.
- If additional adult support is required for an activity then parents would be consulted and support put in place for that pupil.
- If a pupil has transport arrangement provided by the authority then best endeavours will be made to provide alternatives in negotiation with parents or carers.

5. Does the school have a Special Educational Needs co-ordinator? If so, who are they and how can someone get in touch with them?

Mount Carmel Catholic First School, Redditch	SENCO Mrs T Mitchell tmitchell@olmc.lourdesmac.org.uk
St. Peter's Catholic First School, Bromsgrove	SENCO Mrs A Rowe arowe@stp.lourdesmac.org.uk
St Thomas More First School, Redditch	SENCO Mrs J Hicking jhicking@stm.lourdesmac.org.uk
St. Bede's Catholic Middle School, Redditch	SENCO Mr M West MWest@stb.lourdesmac.org.uk
St. Augustine's Catholic High School, Redditch	SENCO Mrs R Watkins sta-senco@sta.lourdesmac.org.uk

6. What training does the staff in school have in relation to pupils with Special Educational Needs?

- Annual training for identified medical needs.
- Ongoing training around identification of children who need SEND support.
- Training from outside agencies. (E.g. school own speech and language therapist/Autism)
- Intervention training for Lead TAs and other support staff.
- Updates from SENCO around new initiatives and developments as needed/necessary
- SENCO currently studying towards the National SENCO Award Qualifications
- Key TAs/Progress Leaders trained in Literacy Assessments online and Lexia Core 5

7. How do the school get more specialist help for pupils if they need it?

Agency	Who they work with	How to make contact
Learning Support Team (Chadsgrove)	Support staff/SENCO in meeting the needs of pupils through detailed assessment and observation. Training for specific intervention. Some individual case work.	Via school SENCO
Pupil and school support	Support staff in meeting needs of students. Training for specific intervention. Some individual case work.	Via school SENCO/Pastoral Manager

Educational Psychologist	Students whose needs are not met by internal interventions.	Via school SENCO/Pastoral Manager
Autism Team	Students with a diagnosis of autism.	Via school SENCO/Pastoral Manager
Speech and Language	Students with developmental delay. Expressive and receptive.	Via school SENCO/Pastoral Manager
BST	Students with social/ emotional and mental health issues.	Pastoral Manager
CAMHS	Social emotional and mental health issues (self harm).	Pastoral Manager
Sensory Support (Visual Impairment)	Specific needs related to visual impairment.	Via school SENCO/Pastoral Manager
Sensory Support (Hearing Impairment)	As above 'hearing'	Via school SENCO/Pastoral Manager
OUTREACH Teams	Students with fine/ gross motor issues related to a diagnosis of Dyspraxia. Cerebral palsy. Link to physiotherapist. Paediatrician teams.	Via school SENCO/Pastoral Manager
School nurse/doctor	Students with medical issues/ social emotional and mental health issues.	Pastoral Manager
Children's Services	Potential child protection issues and Team around family intervention.	Pastoral Manager
CLA	Looked after children	Pastoral Manager
Community Paediatricians	We work closely with local community paediatricians for pupils who are undergoing the process of Umbrella Pathway.	SENCO/ Pastoral Manager

8. How are parents of children and young people with Special Educational Needs involved in the education of their child?

- Collaborative working in consultation,
- Progress reviews
- Parent Information evenings (study skills)
- Parent consultation evenings/days
- Home Liaison pastorals teams/HOY/SENCO
- External agency involvement
- Regular homework/ online interventions

9. How are pupils of SEND involved in their own education?

- Student Voice.
- SEND Progress Reviews
- Assessment of Progress
- Personal Target setting
- Peer mentoring
- Personalised intervention.
- Access to SENCO/Pastoral Manager.

10. If a parent of a child with Special Educational Needs has a complaint about the school, how does the Board of Directors deal with the complaint?

We would like you to talk to us first, if you are not happy about any aspect of the support your child is receiving. If you are not happy with this please follow our complaints procedure on the website. We will listen to your concerns and aim to reach decisions in partnership with the students, staff and parents. However, school will follow the complaints policy as laid down in school complaints procedure.

11. How does the Board of Directors involve other people in meeting the needs of pupils with Special Educational Needs including support for their families?

SENCo provides annual report to Board of Directors
Board of Directors is aware of all external agencies involved in provision in school, along with what they do.

12. Who are the support services that can help parents with pupils who have Special Educational Needs?

- Parent partnership
- The National Autistic Society
- SENDIASS

13. How does the school support pupils with SEND through transition?

Transition – all Key stages

- Year Team Leader and SENCO/ Progress Leader visit schools to meet with pupils in the term before moving to next stage
- Induction evenings for pupils and their parents and carers
- Induction Days in July
- Extra transition mornings for pupils identified as vulnerable/in need of additional support
- Pupils with specific needs may visit school on pre-arranged days.
- Progress Leaders may visit schools to work with pupils with SEND in preparation for transition.

Mid year transition

- HOY coordinates pupils' admissions. Pupils will have the support of a 'buddy' in their tutor group and the support of their Head of Year and form Tutor
- Information shared about any additional needs with staff.

14. How are the Board of Directors informed about provision for children and young people with Special Educational Needs as St Augustine's Catholic High School?

There is a named link Academy representative for each individual School which can be found under section 5. The SENCO and Academy Representative meet $\frac{3}{4}$ times a year. The SENCO also provides a termly report to the local Academy Committee detailing information regarding provision which in turn reports to the Board of Directors.

15. Who are the support services that can help parents with children and young people who have Special Educational Needs?

Worcestershire's Local Offer is available to help parents find information about what support is available for children and young people who have Special Educational Needs or Disabilities (SEND) in Worcestershire. For more information please follow the link below:

<http://www.worcestershire.gov.uk/sendlocaloffer>

The **Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIASS)** is an organisation which is able to give independent and neutral advice. For more information please follow the link below:

<http://www.worcestershire.gov.uk/sendiass>

If you have any further queries, please contact the school SENCO, Mrs R Watkins, by email: sta-senco@sta.lourdesmac.org.uk or by telephone 01527 550400

16. Coronavirus update: EHCPs and SEND

EHCPs:

The Local Authority and the school are currently following Government guidelines around EHCPs due to the impact of the Coronavirus outbreak in the United Kingdom. Please see the two major legal changes that have impacted EHCPs and the current SEND service offer:

'Firstly Section 42 of the CFA 2014 (duty to secure special educational provision and health care provision in accordance with EHC plan): the duty on LAs or commissioning health bodies to secure or arrange the provision is temporarily modified to a duty to use 'reasonable endeavours' as opposed to the previous absolute duty. The modification to this duty must be renewed monthly, where the Secretary of State decides it is still appropriate and proportionate. The second change amends the regulations (The SEND (Coronavirus) (Amendment) Regulations 2020 amend Regs) that specify timescales that principally relate to Education, Health and Care plans, Educational, Health and Care needs assessments and annual reviews. The new duties mean that where it is not practicable to comply with certain timescales for a reason relating to the incidence or transmission of coronavirus the process/decision must be completed/made as soon as reasonably practicable. The amendments to the changes are in place until 25th September 2020. In our application of the changes of legislation we will not be taking a blanket approach but will look at each child/young person's case individually before we make a decision.'

SEND:

The school will continue to follow Government advice and guidelines with regards to the support of all SEND pupils and will use our best endeavours to ensure the support continues throughout this period. Some services may not be accessible during this time and we will update parents as required should this have an impact on their child.