

# **St Augustine Academy – SEN Information Report - 2020/21**

## **Parent Information**

### **Special Educational Needs and Disabilities (SEND) Local Offer**

St Augustine Academy is committed to providing an education that ensures all students succeed and make the best of the opportunities and experiences available to them. Our core principles are based upon the educational, spiritual, moral, social and cultural development of our students. We believe that students engage fully and reach their maximum potential when the environment is both caring and orderly, combined with teaching that fires their imagination and brings learning to life.

### **What is the Local Offer and SEN Information Report?**

#### **The LA Local Offer**

The Children and Families Bill became enacted in 2014. From this date Local Authorities (LA) and schools are required to publish and keep under review information about services that are available for children and young people with disabilities and special educational needs (SEN) aged 0-25. This is the 'Local Offer'.

The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

#### **The School SEN Information Report**

This is a guide to the provision that this academy makes for students requiring additional support. It contributes to the LA Local Offer to meet the needs of SEND pupils as determined by school policy and the provision that the school is able to provide.

Please refer to the 14 questions below for more information about the SEN Information Report from St Augustine Academy.

### **How does the school know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs?**

St Augustine Academy knows if a student needs extra help in advance of starting their study programme through our liaison with local SENCOs in schools and local authorities, presentation of Moving on Plans and Education, Health and Care Plans, direct disclosures from students, parents/carers and results of initial assessments including Educational Psychologists reports where appropriate. Once a student has started their study programme ongoing assessment of students' progress, self-referral, teacher and/or mentor referral and/or referral from others working with the student may highlight special educational needs to the school.

If a parent or carer thinks their child may have special educational needs they should contact the school SENCO who oversees any assessments that may be required.

## **2. How will school staff support my child/ young person?**

St Augustine Academy aims to make appropriate provision for children recognised within the four broad areas of SEND need.

- Communication and interaction.
- Cognition and learning.
- Social, emotional and mental health difficulties.
- Sensory and or physical needs.

All teachers are required to adapt their lessons to ensure all students are able to access the curriculum. Each learner identified as having SEN (SEN Support), is entitled to support that is 'additional to or different from' a normal differentiated curriculum. The type of support is dependent on the individual learning needs, and is intended to enable access to learning and overcome the barrier to learning identified.

Specified Individual support is available for children whose learning needs are, severe, complex and lifelong. This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small group teaching.

Where relevant to access high needs funding support, the school liaises with the local authority in advance of a student's enrolment to seek access to funding to support the staffing and material resources to meet individual student's needs. Applications for such funding arise following consultation with parents/carers and others working with the student alongside reference to assessment evidence such as an Education, Health and Care Plan, Moving On Plan or Education Psychologists report. The applications are based on an assessment of the needs for staffing and material resources to enable the student to access opportunity, achievement, success and progression through the planned study programme.

### **3. How will the curriculum be matched to my child's/young person's needs?**

A student's study programme will be differentiated to meet individual needs in terms of different curriculum pathways, adjustments to timetables, assessment strategies, resources to support teaching and learning – such as large print format for those with a visual impairment. All differentiation is aimed at removing barriers to access and maximising opportunity for achievement, success and progress in the student's study programme in consultation with the student and parents.

### **4. How will both you and I know how my child/young person is doing and how will you help me to support my child's/young person's learning?**

In addition to normal reporting arrangements through the parents' and carers' information system and school calendar of parents' and carers' consultation evenings, parents and carers can contact a student's Mentor or the SENCO at any time to discuss any aspect of their attitude to learning, progress and behaviour.

### **5. What support will there be for my child's/young person's overall well being?**

As a member of a year group, students have the highest quality pastoral care and are personally known, valued and supported in their learning by a designated mentor. Students with special educational needs or disabilities have the Special Educational Needs Team as an additional point of contact. Both parties, together with parent and student, will discuss how the individual student's needs in terms of pastoral, medical and social support can be best met. The school also has trained counsellors, career guidance officers, and drop in sessions for the school nurse to help students through any difficulties they may face.

### **6. What specialist services and expertise are available at or accessed by the setting school?**

The school employs the services of a careers guidance officer, a care, support and guidance officer, drop in sessions from the school nurse and where practicable may commission/access services of other qualified professionals as required to meet individual student's needs. The school SENCO attends the termly L.I.F.T (Local Inclusion Forum Team) meetings where access to support from the Specialist Teaching Service is available, such as speech and language, occupational therapy, hearing or visual impairment. St Augustine Academy has a specialist base for supporting students with Autism.

## **7. What training are the staff supporting children and young people with SEND had or are having?**

School staff supporting students with special education needs or disabilities have had general equality and diversity training to support students with autism, mental health and dyslexia. A robust staff performance management system supports staff with the identification of personal training and development plans to support them in their duties and where practicable this would support training and development to meet the individual student's needs with whom they are working. The school works with other Woodard academies to identify and procure other training as required to meet individual student's needs.

## **8. How will my child/young person be included in activities outside the classroom including school trips?**

The school will make reasonable adjustments so that no student is placed at a substantial disadvantage compared with a student who does not have a special educational need or disability when participating in all student trips, including field trips and outdoor education, other outings and trips, study abroad and work experience placements. If the school is aware that a student has a special educational need or disability an assessment of the student's needs will be made in consultation with the student and parents or carers and others working with the student where appropriate. Every effort will be made to make reasonable adjustments to enable the student to participate; this may include enlisting additional helpers. The school is only justified in not making adjustments if there are 'material' and 'substantial' reasons for this. Defining such terms is notoriously difficult outside of the context of an individual case. As such, the school is guided by the outline grounds for not making reasonable adjustments given below:

- the need to maintain academic standards
- the cost of the required adjustment
- the extent to which it is practicable
- the extent to which the aids or services would otherwise be provided (.i.e. there will be some instances when a disabled student is provided with support from another agency and it would not be reasonable to duplicate)
- health and safety requirements. Our responsiveness to SEND Code of Practice does not override health and safety legislation – an adjustment would not be reasonable if it would endanger the health and safety of either the individual student or of other people.
- the relevant interests of other people, including other students. E.g. where an adjustment for a disabled person results in significant disadvantage for other people or students. It is important to weigh level of inconvenience to others against the substantial disadvantage to the disabled person.

## **9. How accessible is the setting / school / school environment?**

All areas of the school are wheelchair accessible. We have access to disabled toilets including sports showering changing facilities. We are able to communicate with parents and carers whose first language is not English through commissioning of translation services as required. Students with special educational needs receiving high needs funding will, through consultation with local authorities and advisory services, receive the necessary equipment and/or facilities to support their education.

**10. How will the school prepare and support my child/ young person to join the school, transfer to a new setting / school or the next stage of education and life?**

Students with special education needs and disabilities are offered an individual admissions interview with the SENCO to discuss their individual needs prior to enrolment. Such needs may involve pre-visits, use of buddy systems, meetings with relevant teachers and tutors and/or access to ongoing drop in facilities and planning for physical movement around the school and personal evacuation plans where appropriate. The Academy's care and guidance officer works with all students, but is also able to offer intensive 1:1 support for those students with complex needs, who need a greater level of support in making Post 16 transition. Support for progression for an individual student includes support for the preparation of UCAS personal statements and applications to other further and higher education institutions and/or liaison with employers and/or Apprenticeship providers as appropriate in consultation with the student.

**11. How are the school's resources allocated and matched to children's/young people's special educational needs?**

The school allocates staffing and material resources to meet individual student's needs and where appropriate seeks high needs funding from the Education Funding Agency and relevant local authorities in order to meet individual student's needs where practicable.

**12. How is the decision made about what type and how much support my child/young person will receive?**

The Inclusion Team will review – in consultation with teachers and mentors – a student's individual needs in planning their study programme prior to the start of teaching and thereafter at termly intervals where the effectiveness of support arrangements can be reviewed. Education, Health and Care Plans will be reviewed annually and/or within one year of their production/previous review. The School's Senior Leadership Team and Academy Council will review special education needs and disabilities support on an annual basis. There is an Academy Council Member for Special Education Needs and Disabilities (SEND).

**13. How are parents involved in the school? How can I be involved?**

All parents/carers receive termly progress reports and there is a programme of regular parent evenings. Parent/carers are encouraged to engage in their child's learning and are encouraged to contact the school if they have any concerns or questions regarding their child's progress. Parents volunteer to support reading programmes run by the Special Educational Needs Department. To engage the voice of parents and carers, the school runs parent's forum meetings, there is also parental representation on the Academy Council. Parents and carers surveys are conducted during the course of an Academic Year.

**14. Who can I contact for further information?**

Parents and carers are encouraged to liaise with the school as early as possible on any issue impacting on their child's commitment, progress and behaviour in school and/or when representing the school externally. A first point of contact is the student's named mentor. In addition, direct contact may also be appropriate with their teachers or the SENCO if the student has special educational needs.

Assistant Principal for Inclusion – Mr Nick Leatherbarrow (nleatherbarrow@saa.woodard.co.uk)

To discuss a place at school for your son/daughter please contact the school office in the first instance.

Kent's local authority's local offer can be found at:

<http://www.kent.gov.uk/education-and-children/special-educational-needs>