

St Augustine of Canterbury Catholic High School

St Helens

Local Offer



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What is the local offer?

Our local offer is information for parents/carers of children who have Special Educational Needs (SEN) or a disability, and all of those who support children with additional needs. The information outlines the support and provision they can expect to receive whilst attending this school.

1. How are Special Educational Needs defined?

A child has special educational needs if he or she has a learning difficulty which calls for special educational provision to be made for him or her.

Students have a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of students of the same age; or
- b) have a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for students of the same age in schools within the area of the local authority (LA);
- c) are under compulsory school age and fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Students must not be regarded as having a difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

2. How will the school know if my child needs extra help?

SEN students are identified in the following ways:

- literacy levels of all students are tested at the beginning of Year 7 and then in February and again at the end of each academic year. Students who have a Reading Comprehension Age of below 9 Years 6 Months and/or a KS2 SATs score of level 3 or below and/or a verbal CATs score of below 85 are identified as having Moderate Learning Difficulties in Literacy. Two out of the three criteria need to be met;
- numeracy levels are tested at the beginning and end of Year 7, Year 8 and Year 9. Students who have a KS2 SATs score of level 3 or below and a quantitative CATs score of below 85 are identified as having Moderate Learning Difficulties in Numeracy;
- House Managers identify students with EBSD and liaise with the SENCO for appropriate provision;
- identification by the Primary Schools during transition;
- the LA provides the SENCO with a list of new Year 7 Students with a Statement of SEN or on the Enhanced School Action Plus stage of the Code of Practice;

- information and concerns from parents;
- teachers through the course of their normal lessons.

3. Who is the best person to talk to about my child's difficulties with learning / SEN?

If you have any concerns regarding your child's education and think that he/she may have a special educational need then please ring the school and ask for an appointment with the SENCO. At St Augustine's the SENCO is Mr Harper.

The education programme for your child's special educational need will be overseen by the SENCO. The SENCO will explain which staff will be working with your child and how often. In most cases support will be given by Learning Support Assistants (LSA) in class or in small withdrawal groups.

Support available to students includes:

- small group Wave 3 literacy intervention;
- Beat Dyslexia;
- Readers' Friends (Buddy reading during registration);
- small group Wave 3 numeracy intervention;
- 1-1 work on targets identified on the student's IEP (if the student has an IEP);
- specific interventions to address particular needs;
- lunch time drop in sessions;
- ICT support which includes 'text to speech' software;
- 'Success Maker', 'Wordshark', 'Numbershark', NESSY, and a Memory skills programme; intensive reading and comprehension programmes including phonics. Some students with Specific Learning difficulties (SpLD) are given loan of a spell checker and/or an Alpha Smart.

4. What happens if my child does not make satisfactory progress?

If your child does not make satisfactory progress, the school may engage the advice and support from other specialists e.g. Educational Psychologist, Speech therapist, Physiotherapist, BIT, CAMHS and Occupational Therapist. You will be fully involved and kept informed about the involvement of external agencies and proposed interventions. Advice from outside professionals may be incorporated into an Individual Education Plan (IEP) and these professionals will be invited to contribute to the monitoring and review of progress.

5. What if my child demonstrates significant cause for concern?

If your child demonstrates significant cause for concern, the school may request additional funding for 1-1 support over 15 hours through the LA's Provision Agreement Panel. If support is granted then your child is said to be receiving **Enhanced Funding** provision. A Provision Agreement is made between the school and the LA with specific goals and targets to be met. The Provision agreement is reviewed annually and the LA then decides whether to continue provision, increase provision (by increasing funding for more 1-1 support), decrease provision or end the provision all together. In some cases the Provision Agreement Panel may decide to conduct a statutory assessment. The assessment may lead to a **Statement of SEN**.

6. What happens if my child receives a statement of SEN?

For students who have statements of SEN, in addition to the regular review of their IEPs, their progress and the specific support outlined in their statement will be reviewed annually and a report provided for the LA. When students are due to transfer to another phase planning for this will be started in the year prior to the year of transfer.

The school will liaise with the Connexions Service and other agencies to arrange Transition Plans for students with Statements (and those in receipt of Enhanced Funding) in Year 9, and will ensure that these Transition Plans are reviewed annually as part of the Annual Review process.

If a student makes sufficient progress a statement may be discontinued by the Education Authority.

7. What are the responsibilities of the Governing Body for pupils with SEN?

The school governors have specific responsibilities. These are:

- to do its best to ensure that the necessary provision is made for any student who has special educational needs;
- to ensure that students' needs are made known to all who are likely to teach them;
- to ensure that teachers in the school are aware of the importance of identifying, and providing for, those students who have special educational needs;
- to consult the LA and the governing bodies of other schools, when it seems to be necessary or desirable, in the interests of co-ordinated special educational provision in the area as a whole;
- to ensure that a student with special educational needs joins in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical and appropriate to the child receiving the special educational provision without a limiting effect on the education of the students with whom they are educated;

- to ensure that parents are notified of a decision by the school that SEN provision is being made for their child.

The nominated Governor for SEN is Mrs. K. Baldwin.

The Governing Body will ensure that it makes appropriate provision for all students identified as having need of special educational provision. The Head Teacher and the Governing body set targets and specific criteria for evaluating how effective its arrangements and provision for children and young people with special educational needs are.

8. How is the success of the education offered to children with SEN judged?

Success is judged against the criteria contained in the following questions.

1. Are students making progress towards targets set on their IEPs?
2. Is there improvement in basic literacy and numeracy?
3. Are students reverting to earlier stages on the SEN register or being removed from the SEN register altogether as they no longer require special help?
4. Are students motivated to learn and develop self-esteem and confidence in their abilities as learners?
5. Are students with EBSD successfully included in the everyday life of the school?
6. Are students who attended the Rainbow Centre or Short Stay School successfully reintegrated in the mainstream environment?
7. Are students with physical difficulties successfully included in the everyday life of the school and having access to a broad and balanced curriculum?
8. Are students with MLD leaving at the end of KS4 with at least one qualification or award?
9. Are students who are looked after by the LA making good progress?

If your child has a special educational need then provision which is additional to, or otherwise different from, the general educational provision made for all students, will be provided. Your child will be added to the Provision Map showing what provision they are receiving and how often.

9. Who can parents/carers discuss their child's progress with?

You can discuss your child's progress with subject teachers during parents' evenings. You can also make an appointment to speak to the SENCO at any time of the year.

Data showing individual levels is collected from subject teachers on a half termly basis and progress is analysed from starting points and compared to expected levels of progress. Those who are not making progress are highlighted and interventions

are put in place to aid progression. Reading and spelling age tests are carried out twice a year to check progress in literacy.

Each student has annual minimum expected levels for each subject which are noted on the student's books. They are also shown on the termly progress review reports. All students have a planner that is used for communication between home and school. You can also contact your child's House Manager to share information.

All staff plan learning activities to maximise the learning outcomes for all students using the schemes of work that are in place. Work is differentiated to student's abilities. There are regular learning events for parents to show them how to help their children at home with their learning. These include literacy, numeracy and revision techniques.

If your child has an IEP then reviews will be held at least every two terms. These reviews will involve both you and your child to help plan future targets.

10. How will the curriculum be matched to my child's needs?

This will happen through differentiation which means teaching a student in ways and at levels, to match their learning needs. Students make progress at different rates. Not all students learn in the same way and need to be taught in different ways. All students will receive help through differentiation but if the student does not make satisfactory progress, the school will do more to help. All staff are responsible for identifying students with special educational needs. The SENCO will work with staff to ensure that those students who may need additional or different support are identified at an early stage. The progress made by all students is regularly monitored and reviewed. Students are only identified as having special educational needs if additional or different action is being taken. The range of support that every student at the school can expect is:

- ability setting in core subjects at KS4 and in the majority of subjects at KS3;
- CATs and SATs data analysis;
- well planned, four part lessons (The Excellent Lesson);
- multi- sensory learning which incorporates Visual, Auditory and Kinaesthetic activities;
- Learning Mentor Support from House Managers;
- Chaplain Support;
- individual target setting in all subjects;
- Assessment for Learning;

- Homework club;
- learning activities arranged by House Managers;
- ICT support.

11. How will I know how well my child is doing?

You will receive a progress review report every term that shows the end of year target level and your child's current level in all subjects. You can also speak to each subject teacher at parents' evenings.

12. How will the school help me to support my child's learning?

The school will always tell parents when their child is receiving help for their SEN.

Partnership with parents plays a key role in enabling students with SEN to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of students with special educational needs will be treated as partners and supported to play an active and valued role in their child's education.

The school will provide information about the Parent Partnership Service to all parents of students with special educational needs upon request.

Parents of any student identified with SEN may contact the Parent Partnership Service for independent support and advice. The SENCO will work closely with parents at all stages in their child's education and should be the first port of call in case of any difficulty. If parents have concerns, they should first talk to the SENCO or House Manager. Parents are invited to attend all reviews.

13. What support will be available for my child's overall wellbeing?

The school operates a vertical tutoring system with four houses. Each house has a House Manager and your child will be in a form with their own personal tutor. The tutor and House Manager will get to know your child's needs and support their social development through the years.

The school also teaches PSHE as a discrete subject and PSHE is taught through the curriculum in all subject areas. Small group work is done with some students who have social communication difficulties using the Social Use of Language Programme.

The school has a medical policy that supports students with medical needs in line with government guidance. Students with severe medical difficulties have a care plan that is written in conjunction with parents and medical professionals.

The attendance of all students is monitored closely and the school has an attendance officer who works with parents to support good attendance. The school's behaviour policy is rooted in an ethos of rewarding good behaviour. Students who display behaviour issues are supported by pastoral staff and outside agencies to learn acceptable ways of behaving in society. Consequences for inappropriate behaviour are explained and Restorative Justice is used regularly to help students learn from their mistakes.

The school has a student council where students' views are discussed. Each form has a form representative who your child can talk to and ask for issues to be discussed first at the House Councils and then at the Whole School Council.

Students with special educational needs often have a unique knowledge of their own needs and circumstances and their own views about what sort of help they would like to help them make the most of their education. They will be encouraged to participate in all the decision-making processes including the setting of learning targets and contributing to Individual Education Plans and transition processes.

14. What happens if my child has a high level of need?

Most children with a high level of need are already known to the LA through their primary schooling. The LA provides school with top up funding through a Statement or a Provision Agreement to provide up to 25 hours of support to help these children with their learning needs.

If your child is not already known to the LA then the school will apply to the Provision Agreement Panel to ask for a statutory assessment or a provision agreement enabling school to support your child's special educational needs effectively.

15. What specialist services and expertise are available at this school?

- The SENCO at St. Augustine's has the following specialisms:
 - PGCert SENCO - from Liverpool John Moores University.
 - T.E.A.M. T.E.A.C.H (Positive handling).
 - NPSLBA (National Programme for Specialist Leaders of Behaviour and Attendance)
- Specially trained LSAs at different levels.

- External support services play an important part in helping the school identify, assess and make provision for students with special education needs.
- The school receives regular visits from the nominated Education Welfare Officer, School Nurse, BIT outreach teacher and Educational Psychologist for the area. In addition the school may seek advice from specialist advisory teaching services for students with sensory impairment or physical difficulties.
- Multi-agency planning meetings, with representation from Social Services, the Connexions Service, Health, BIT, The Language and Social Communications Service (LASCS) and the Educational Psychology Service are held on a termly basis to ensure effective collaboration in identifying and making provision for vulnerable students.
- The Connexions Service Personal Adviser is invited to attend all Annual Reviews in Year 9 in order to contribute to the first Transition Plan, and then to the subsequent reviews of the Transition Plan.

16. Are the staff who support children with SEND in this school provided with appropriate training?

The school makes an annual audit of training needs for all staff taking into account school priorities as well as personal professional development. Particular support for teaching pupils with SEN is given to Newly Qualified Teachers and other new members of staff.

Special needs are included within all school training. In addition staff attend training organised by the LA and other agencies e.g. universities.

17. How will my child be included in activities outside of the classroom, including school trips?

Our guiding principle is one of Inclusion. We want to identify and break down possible barriers to learning and socialising. Your child will have the opportunity to be included in all activities that they would like to take part in. Appropriate risk assessments are carried out for all activities and school trips. Some activities and trips may need extra planning for your child's particular needs. You may be asked for your advice to plan any activities and trips that your child takes part in. External agencies working with your child may also be asked to help plan these activities if needed.

18. How accessible is the school environment?

The school welcomes applications for admission from the parents of students with mobility difficulties and has wheelchair access to most of the ground floor. The school has disability student access at the front of the school, disabled parking and disability access ramps to the majority of entry points. Reasonable adjustments are made to the timetable to allow all lessons to be taught on the ground floor for students with mobility difficulties. There are two toilets for disabled students. The governors would, however, make every effort to accommodate a student's particular needs and would work with the LA to adapt facilities to meet the needs of individuals.

19. How will this school prepare and support my child when they are starting, leaving this school or moving to another year?

Advanced planning for students in Year 6 and Year 8 is essential to allow appropriate options to be considered. The SENCO will liaise with the SENCOs of the primary schools serving the area to ensure that effective arrangements are in place to support your child at the time of transfer.

During years 9, 10 and 11 the SENCO and Connexions Service Personal Adviser will plan pathways and liaise with post 16 providers to ensure that effective arrangements are in place to support your child's transfer to further education or training.

20. What if my child needs transport to and from school?

The LA's Additional Needs Administration Team liaises with The School Transport Team to provide the most appropriate mode of transport to school for your child.

21. How are the school's resources allocated and matched to the children's special educational needs?

The school plans and provides for students with SEN from their main budget. The school spends this money on:

- Learning support assistants (LSAs);
- training for all teachers and learning support assistants so they can meet students' needs more effectively;
- special books and equipment including ICT.

The details of how individual students receive support are recorded on the annual provision map or in an IEP. IEPs are mainly written for those students with a

Statement of SEN or at the Enhanced School Action Plus stage of the Code of Practice.

The school receives additional funding for pupils with statements and those on the Enhanced School Action Plus stage of the Code of Practice for any support over 15 hours.

The allocation of resources within the school is based on an annual audit of need carried out during the summer term. The more complex or severe needs the more support is provided.

22. How is the decision made about how much support my child will receive?

Decisions are made at termly Multi-Agency Planning meetings and at regular reviews of your child's progress. These decisions are informed by the complexity or severity of your child's needs and full analysis of the school's progress data. However, it must be noted that we encourage independence in all children and therefore we discourage the long term use of 1-1 LSA support. Our aim is to prepare your child for the adult world and through careful planning, monitoring and reviewing, any 1-1 LSA support will be slowly and strategically withdrawn in consultation with you and your child enabling your child to work as independently as possible by the time they are in year 11.

23. How will I be involved in discussions about and planning for my child's education?

Regular reviews are held with the SENCO to look at the progress your child is making in all areas of their education, including their social and emotional development. You are requested to attend these reviews so that the SENCO can listen to your views and aspirations for your child and appropriate plans can be made.

24. Who can I contact for further information?

If you want to discuss something about your child, your first point of contact is your child's House Manager. The House Managers are:

Mr Moran – Nugent House
Mrs Keegan – L'Arche House
Mrs Lofthouse – SVP House
Mrs Kenyon – CAFOD House

Mr Harper is Assistant Head Teacher for Inclusion and the SENCO. You can contact him by phoning the school and asking to speak to Mr Harper or you can email the school email address with a message for him.

Mr Cubbin is the Assistant Head Teacher for Pastoral Welfare and he can be contacted in the same way.

If you are considering whether your child should join the school and your child has a special educational need then please contact Mr Harper to arrange a meeting and a tour of the school's facilities.

If you want advice from professionals outside school you may find the Parent Partnership helpful.