

SEND Information Report

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Approval Committee: Rosa Flanagan Headteacher

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Table of Changes

Version Number	Date of Version/Review	Detail Changes
V. 0.1	February 2024	Intermediate review of SEN Information Report details and provision.
V. 1.0	September 2024	Formal approval of the SEND Information Report by Headteacher Aishling Robinson.
V. 2.0	September 2026	Additional information regarding High quality teaching and Assess, Plan, Do, Review Cycle. Formal approval of the SEND Information Report by Headteacher Rosa Flanagan.

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1. Our School's Approach to Supporting Pupils with SEND

- **Scriptural Foundation:** Our educational vision is anchored in sacred scripture: "*All your children shall be taught by the Lord, and great shall be the peace of your children*" (Isaiah 54:13).
- **Core Motto:** Our overarching call to serve our community and academic endeavor is expressed in our motto: "*Love & Serve through Christ*".
- **Whole Child Ethos:** St Augustine's Catholic School (a proud member of the St Cuthbert's Roman Catholic Academy Trust) fosters a nurturing Catholic community where every pupil is cherished as an individual. We place intrinsic value on the holistic development of the child, recognising that individual dignity and personal growth extend far beyond purely academic metrics. For us, we 'count in ones' and place emphasis on the notion that 'every child matters, every day.'
- **High-Quality, Inclusive Teaching:** We are dedicated to providing high-quality, adaptive classroom teaching that ensures all pupils with SEND access a broad, balanced, and ambitious curriculum across every key stage.
- **Continuous Staff Professional Development:** Whole staff training is conducted termly to maintain high profile, up to date awareness of statutory responsibilities and individual pupil needs across the school.

2. Catering for Different Kinds of SEND

St Augustine's Catholic School caters for pupils presenting needs across the four broad areas identified within the Special Educational Needs and Disability (SEND) Code of Practice 0–25:

1. **Communication and Interaction**
    - Autism Spectrum Disorder (ASD)
    - Speech, Language and Communication Needs (SLCN)
2. **Cognition and Learning**
    - Specific Learning Difficulties (SpLD, including Dyslexia, Dyspraxia, and Dyscalculia)
    - Moderate Learning Difficulties (MLD)
    - Severe Learning Difficulties (SLD)
3. **Social, Emotional and Mental Health (SEMH)**
    - Attention Deficit Hyperactivity Disorder (ADHD)
    - Attention Deficit Disorder (ADD)

    - Adverse Childhood Experiences (ACEs) and associated mental health difficulties
4. **Sensory and/or Physical Needs**
    - Hearing Impairments (HI)
    - Visual Impairments (VI)
    - Multi-Sensory Impairments (MSI)
    - Physical Impairments (PI)

Tiered Intervention & Provision Mapping

To ensure support is structured logically, St Augustine's categorises provision into **Universal Classroom Provision** and **Targeted/Specialist Interventions**:

- **Universal Classroom Provision (Tier 1):** High-Quality Teaching, through the lens of 'Highly Intentional Teaching for all', in inclusive environments. Our high quality teaching includes clear entry and exit routines, high impact instruction, universally accessible resources, all of which are essential for some, but beneficial for all. In addition, whilst we have universal strategies across all classrooms, we also recognising where adaptations are required, whether this be through increased processing times, movement breaks, scaffolding and individual needs be catered for with resources and processing times are required, and adjusted learning materials (e.g., laptops, enlarged fonts, and tinted overlays).
- **Targeted Interventions & Withdrawal Groups (Tier 2 & Tier 3):**
    - *Cognition & Literacy/Numeracy:* Structured, time-bound targeted interventions delivered in small groups or 1-to-1 settings, including *Read Write Inc (RWI) Phonics*, *Reciprocal Reading*, *SNAP Maths*, fine motor skill exercises, and specialized handwriting groups.
    - *Communication & Interaction:* Targeted Speech and Language Therapy (SALT) programs delivered in accordance with specialist therapist plans, *Social Stories*, and *Time to Talk* sessions.
    - *Social, Emotional & Mental Health:* Individualized *Draw & Talking* therapy, structured SEMH emotional regulation programs, and direct intervention cycles coordinated with the *Wellbeing in Mind Team*.
    - *Physical & Sensory Support:* On-site support for physical adaptations, Occupational Therapy (OT) and Physiotherapy exercise routines, and specialist sensory equipment management.

3. Key Staff and Expertise

SEND Staff Details

Staff Member & Role	Experience & Direct Contact
Trish Clay SENCO	**Qualifications & Experience:** Qualified Teacher Status (QTS); holds the mandatory National Award for Special Educational Needs Co-ordination (NASENCO). Extensive experience as a SENCO across both primary and secondary sectors.**Direct Contact:** tclay@sasyorks.org
Maria Robbins Assistant SENCO	**Qualifications & Experience:** Multiple years of dedicated experience in the Assistant SENCO role, with specialised expertise in English as an Additional Language (EAL) provision and pupil support.
Teaching Assistant Team Teaching Assistants	**Qualifications & Experience:** Dedicated TA team, including Advanced Teaching Assistants (ATAs) highly trained in delivering specialist literacy, numeracy, and SEMH interventions.

Securing and Deploying Expertise

- **Whole Staff Training:** Whole staff INSET and termly SEN workshops are conducted to ensure subject teachers maintain effective strategies for supporting SEND pupils within mainstream lessons.
- **Targeted TA CPD:** Over the past academic cycle, Teaching Assistants completed specialised accredited training in supporting pupils with Dyslexia, Autism (ASD), *Read Write Inc (RWI)*, *Reciprocal Reading*, *SNAP Maths*, *Draw & Talking* therapy, and Emotional Regulation.

External Agencies and Experts

When pupil needs exceed internal tier-2 support, the school secures input from specialist external bodies, including:

- Speech and Language Therapists (SALT)

- Educational Psychologists (EP)
- Occupational Therapists (OT) and Physiotherapists
- General Practitioners (GPs) and Paediatricians
- Child and Adolescent Mental Health Services (CAMHS)
- North Yorkshire Local Authority Specialist Support Services (SEND HUB)
- Voluntary Sector & External Youth Support Charities

4. Identifying and Assessing Pupils with SEND

St Augustine's applies a rigorous multi-stage identification process to detect special educational needs early and establish appropriate provision:

1. **Classroom Teacher Identification:** Subject teachers maintain continuous assessment of academic attainment, social integration, classroom engagement, and emotional cues to identify pupils who are not making expected progress.
2. **Initial Targeted Support:** When gaps are observed, class teachers implement targeted classroom adjustments. Pupils without SEN typically respond rapidly to these targeted instructional adjustments.
3. **Internal Referral & Consultation:** If learning or developmental concerns persist, the teacher submits a referral to SENCO Trish Clay (tclay@sasyorks.org). The SEN team conducts classroom and social observations, evaluates progress against national benchmarks and peer cohorts, and engages in preliminary discussions with parents.
4. **Formal Identification & Pupil Passport:** Following comprehensive evaluation, the SENCO determines whether formal SEN Support is required. With parental consent, the pupil is registered on the school's SEND register, and an individualised **SEN Pupil Passport** is co-created with the pupil and family.
5. **Statutory Distinction Between Medical Diagnosis & Educational Assessment:**
    - *Medical Diagnoses:* Conditions such as ASD and ADHD are medical diagnoses that can only be formally diagnosed by registered medical professionals (e.g., paediatricians or CAMHS clinicians).
    - *Educational Assessments:* Internal school assessments do not provide formal medical or diagnostic classifications (such as Dyslexia or Dyscalculia). Instead, internal educational testing identifies learning barriers, informs classroom support strategies, and establishes center-assessed Access Arrangements for formal examinations (e.g., word processors, readers, scribes, or rest breaks) in full compliance with Joint Council for Qualifications (JCQ) regulations.

5. Consulting with Pupils and Parents

Parental Involvement

- **Progress updates:** Parents receive progress reports and meet with subject/form teachers to evaluate outcomes, review intervention impact, and agree on next steps.
- **Collaborative Partnership:** St Augustine's recognises parents as primary experts on their children. Parental insights regarding home behaviors, strengths, and emotional responses are systematically incorporated into support planning.
- **Documentation & Records:** Detailed records of agreed outcomes, home-school strategies, and intervention targets are saved centrally and distributed to parents and teaching staff.

Pupil Involvement

- Pupil voice is prioritised and tailored to each young person's age, maturity, and communication needs.
- Pupils contribute directly to their educational planning through:
    - Attending target-setting and annual review meetings.
    - Preparing written statements, drawings, video logs, or digital presentations.
    - Working directly with a designated TA or staff advocate who represents their perspective during planning meetings.
    - Completing student voice questionnaires and expressing peer views via representation on the Student Council.

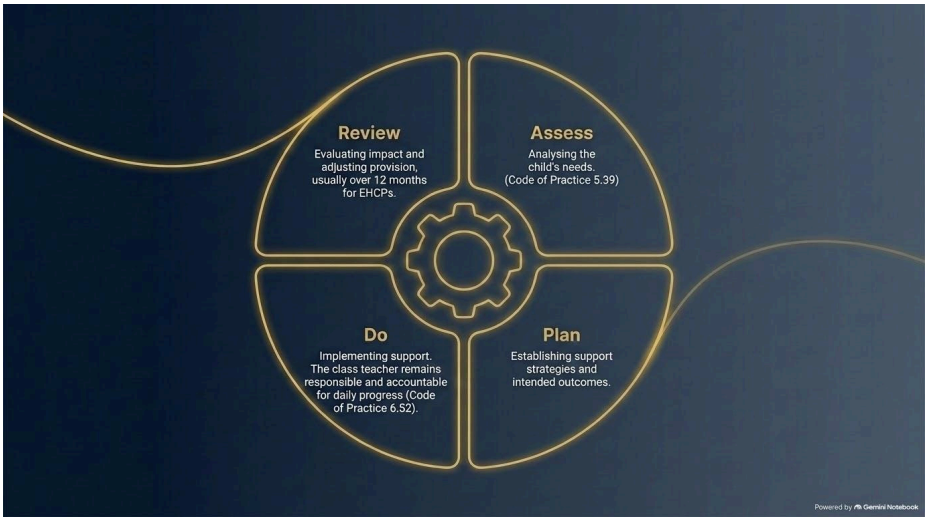
6. Involving Key Stakeholders

- **Multi-Agency Collaboration:** St Augustine's maintains active working relationships with health, social care, and Local Authority support bodies, including North Yorkshire Local Authority services and North Yorkshire SENDIASS.
- **Looked-After (CLA) and Previously Looked-After Children:**
    - SENCO Trish Clay coordinates directly with virtual school heads, social workers, and carers to ensure that a child's care status and special educational needs are holistically managed.
    - For looked-after children with SEND, the SENCO aligns the Personal Education Plan (PEP) directly with their SEN Support plan or Education,

Health and Care Plan (EHCP) to deliver a single, coherent package of support.

7. Progressing Towards Outcomes

Provision for pupils on the SEND register follows the statutory **Graduated Approach**—a continuous four-part cycle of **Assess, Plan, Do, Review**:



- **Assess:** When progress falters, a comprehensive assessment gathers data on academic attainment, cognitive barriers, emotional well-being, and input from parents, pupils, and external specialists.
- **Plan:** The teacher, SENCO, parent, and pupil agree on desired outcomes, target dates, and evidence-based interventions. The agreed strategies are recorded on the pupil's SEN Pupil Passport and distributed to all staff.
- **Do:** Class teachers remain accountable for daily classroom delivery, executing planned adjustments and supervising TAs who deliver targeted 1-to-1 or group interventions.
- **Review:** Intervention effectiveness is formally evaluated every term. Baseline assessments recorded prior to starting an intervention (e.g., a 6 to 8-week cycle) are compared against post-intervention results to quantify progress:
    - *Positive Outcomes:* If sustained, expected progress is achieved, the pupil may step down to universal monitoring and exit the SEND register with parental agreement.
    - *Escalation Pathway (EHCNAR):* If a pupil fails to make expected progress despite at least two full, consecutive cycles of targeted APDR support, the SEN department, in consultation with parents, **may** initiate an **Education, Health and Care Needs Assessment Request (EHCNAR)**

to North Yorkshire Local Authority to determine whether a statutory EHCP is required.

8. Transition Support

St Augustine's operates a structured transition framework covering four distinct operational stages:

1. Primary to Secondary (Phase Transition)

- Detailed SENCO-to-SENCO transition meetings occur near the end of the summer term to transfer historical support context from primary feeder schools.
- Welcome meetings are conducted with parents of incoming SEND pupils to finalize initial support arrangements.

2. Year-to-Year Transition

- End-of-year review discussions take place between TAs and SEND pupils to address specific anxieties or worries regarding classroom moves/timetable changes..
- Target TA support is deployed during the opening weeks of the Autumn term to assist pupils as they adapt to new teachers and environments.

3. Transition to Adulthood & Further Education

- An on-site Level 6 qualified Careers Advisor is present two days per week to deliver bespoke post-16 guidance.
- Customised support plans focus on post-16 pathways, higher education, vocational training, independent living skills, travel independence, and community inclusion.

4. Moving Between Schools

- When a pupil transfers to or from another educational setting, St Augustine consults with parents and the young person regarding sensitive data sharing.
- Full records of SEN assessments, intervention histories, and Pupil Passports are securely transmitted to the receiving setting to ensure uninterrupted continuity of care.

9. Teaching Approach

- **Universal High-Quality Teaching:** High-Quality, adaptive classroom teaching represents the cornerstone of our SEN provision.
- **Teacher Accountability:** Subject teachers hold direct responsibility and legal accountability for the progress, engagement, and safety of all pupils within their classes, including those receiving SEN support.
- **Structural Integration of Teaching Adaptations:**
    - *Universal Classroom Adaptations:* Teachers incorporate extended processing time, pre-teach technical terminology, read written materials aloud, adapt lesson layout, and provide specialized learning equipment (e.g., laptops, tinted overlays, enlarged text).
    - *Targeted Small-Group & 1-to-1 Provision:* Where universal adaptations are insufficient, pupils access structured withdrawal interventions (*SNAP Maths*, *Read Write Inc*, *Reciprocal Reading*, *Draw & Talking*) delivered by qualified TAs, ensuring clear links back to core curriculum learning journeys.

10. Adaptations to the Curriculum and Learning Environment

Physical & Environmental Accessibility

- The main school building features ramp access and automated disabled entrance doors.
- Multi-story building blocks are equipped with lift access for pupils with mobility constraints.
- Fully accessible disabled toilet facilities are available across the school..
- Specialist subject equipment across Science, Technology, Art, and Physical Education is fully adapted to guarantee safe, universal participation.

Classroom & Environmental Modifications

- Classroom adjustments include writing slopes, fine motor training aids, ergonomic seating, quiet workstations, planned movement breaks, and display management (e.g., limiting visual clutter for visually impaired or hyper-sensitive pupils).

High-Needs Funding Framework

- St Augustine's covers up to £6,000 of necessary SEN support, auxiliary aids, and TA staffing costs per pupil directly from its operational budget.
- If a pupil's documented provision exceeds this statutory £6,000 threshold, the school may apply to North Yorkshire Local Authority for High-Needs Top-Up Funding.

11. Inclusivity in Activities

- **Universal Co-Curricular Access:** All clubs, core enrichment events, sports days, careers workshops, and social events are fully inclusive and open to pupils with SEND.
- **School Trips & Residentials:** Pupils with SEND are encouraged to participate in all educational visits, including local field trips, subject excursions, various spiritual opportunities such as the Lourdes pilgrimage and retreats to Ampleforth and Savio House.
- **Reasonable Adjustments:** No pupil is excluded from an activity based on SEND. The school implements comprehensive individualised risk assessments, environmental adjustments, alternative inclusive sporting competitions, leadership roles, and direct TA support to guarantee safe, full participation.

12. Supporting Emotional and Social Development

- **Pastoral & SEMH Support Systems:** Pupils have access to direct emotional regulation support, Wellbeing mentor, Pastoral support, *Draw & Talking* therapy, and target support from the local *Wellbeing in Mind Team*.
- **Pupil Voice & Pastoral Care:** All pupils, including those with SEND, are invited to regularly take part in student voice, whether this be year group / whole school electronic surveys, or small group discussions during department reviews. In additional, dedicated pastoral drop-in spaces ensure young people have accessible, safe opportunities to express concerns.
- **Anti-Bullying Policy:** St Augustine's maintains a strict zero-tolerance approach to bullying. Bullying prevention is driven through gospel values, mutual respect, personal responsibility, and robust restorative justice frameworks.

13. Evaluating Effectiveness

The SEN team systematically monitors and evaluates the impact of SEND provision through:

- Half termly/ termly reviews of pupil progress against personal targets.

- Formal evaluation of targeted intervention impact (comparing pre- and post-intervention baseline data over 6 to 8-week cycles).
- Provision map tracking and resource efficiency analysis.
- Analysis of pupil voice data, parental questionnaires, attendance metrics, and behavior patterns.
- Regular learning walks and classroom observations conducted by SENCO & AHT Trish Clay alongside the Senior Leadership Team.
- Statutory Annual Reviews for all pupils holding an Education, Health and Care Plan (EHCP).

14. Handling Complaints

Procedural Pathway

1. **Initial Stage:** Any complaint regarding SEN support or provision should be directed in the first instance to Headteacher Rosa Flanagan, who will investigate under the school's formal complaints framework.
2. **Trust Policy Reference:** Formal complaints are handled in accordance with the trust-wide policy, which can be viewed online via the St Cuthbert's Roman Catholic Academy Trust Complaints Policy.
3. **Statutory Code Escalation:** For detailed information on statutory rights of complaint, refer to pages 246–247 of the SEND Code of Practice 0–25.
4. **First-tier SEND Tribunal Guidance:** If parents believe the school or Local Authority has discriminated against a child on the grounds of disability or SEND (in relation to admissions, exclusions, educational provision, or failure to make reasonable adjustments), a formal claim may be submitted to the First-tier Tribunal (Special Educational Needs and Disability). Standard statutory disagreement resolution mechanisms and independent mediation are available prior to submitting tribunal appeals.

15. Local Offer

Local Authority Offer Directory

Information concerning Local Authority services, statutory support frameworks, and local directory listings is maintained on the North Yorkshire Council Local Offer directory. Guidance and redirect links are hosted directly on the St Augustine's school portal at https://sasyorks.org.

National Support Organisations

- **IPSEA** (Independent Special Education Advice)
- **SEND Family Support**
- **NSPCC**
- **Family Action**
- **Special Needs Jungle**

16. Key Terms Explained

- **Access Arrangements:** Special arrangements to allow pupils with SEND to access assessments or exams.
- **Annual Review:** An annual meeting to review the provision in a pupil's EHC plan.
- **Area of Need:** The four broad areas that describe different types of needs a pupil with SEND can have: Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health; and Physical and/or Sensory.
- **CAMHS:** Child and Adolescent Mental Health Services.
- **Differentiation:** How teachers adapt learning and teaching approaches in response to a pupil's specific needs.
- **EHC Needs Assessment:** The initial assessment carried out by the local authority to decide whether a child requires an EHC plan.
- **EHC Plan:** An Education, Health and Care Plan—a legally binding document outlining a child's needs and the statutory provision required.
- **First-tier Tribunal / SEND Tribunal:** An independent court for appealing local authority decisions regarding EHC assessments/plans or disability discrimination.
- **Graduated Approach:** A four-stage cycle (Assess, Plan, Do, Review) used to deliver targeted and increasing levels of SEN support.
- **Intervention:** A targeted, time-bound teaching program designed to help a pupil achieve specific learning or developmental outcomes.
- **Local Offer:** Information published by the local authority detailing available local SEN services and support frameworks.
- **Outcome:** A specified target for improvement for a pupil with SEND, covering academic or broader developmental goals.
- **Reasonable Adjustments:** Adaptations that schools are legally required to make to ensure pupils with disabilities are not disadvantaged.
- **SEN / SEND:** Special Educational Needs / Special Educational Needs and Disabilities.

- **SENDCo / SENCO:** Special Educational Needs (and Disabilities) Co-ordinator.
- **SEND Code of Practice:** The statutory guidance setting out duties and responsibilities for supporting children and young people with SEND.
- **SEN Information Report:** An annual report published by schools detailing their SEND provision and support approaches.
- **SEN Support:** Standard targeted special educational provision established to assist pupils with SEN.
- **Transition:** The process of moving between year groups, key stages, schools, or post-16 destinations.