



## SEND Information Report

### Introduction

St Agnes' CE Primary School is a larger than average primary school in east Manchester. All our SEND pupils are catered for within the mainstream classroom and supported by interventions appropriate to the individual need. The school has a lower percentage of SEND pupils than the national average. This document outlines the key indicators in educating all pupils with Special Educational Needs or Disabilities (SEND).

### Definition of SEND

The SEN and Disabilities (SEND) Code of Practice explains that a child or young person has SEND if he or she has a learning difficulty or disability that 'calls for special educational provision to be made for him or her.' It continues

'A child of compulsory school age or a young person has a learning difficulty or disability if he or she

- Has a **significantly** greater difficulty in learning than the majority of other of the same age or
- Has a **disability** which prevents or hinders him or her from making use of facilities of a kind generally provided for other so the same age in mainstream schools or mainstream post 16 institutions'

### Types of SEND provided for

Education and support is provided for pupils with a wide range of special educational needs and disabilities, some of whom have an EHC Plan. Pupils with other requirements of SEND support such as a hearing or visual impairment, specific learning disorders, speech and language development needs and social and emotional issues that may be a barrier to learning can also have their needs identified and met. St Agnes' is a barrier free building and has lift access to all floors.

### SENDCo

The School SENDCo is Mrs Katie Cronin and she can be contacted on 0161 245 7131 or by email [admin@st-agnes.manchester.sch.uk](mailto:admin@st-agnes.manchester.sch.uk)

### Identifying and assessing the needs of pupils

The school follows the graduated response as set out in the SEN Code of Practice. Class teachers are responsible for the teaching, learning and assessment of all pupils in their class. Pupils at this school benefit from additional teachers working in each classroom as well as support from external specialists. Staff may refer concerns to the SENDCo at any time which will trigger assessment and consultation with appropriate agencies and inform the plan of action. This will initiate the Code's cycle of Assess, Plan, Do, Review routine.

### **Consultation with parents**

Parents will be consulted during the identification of the support required and permission obtained for reference to outside agencies for example, Speech and Language Therapy, Educational Psychology. The school welcomes parental contributions so that we can all work together to best support the needs of the child. Attendance at meetings is highly valued and appreciated.

### **The voice of the child**

We always take account of the views and opinions of the pupil so that we can understand the impact of SEN on them and also that they have ownership of the response and support.

### **Reviewing progress towards outcomes**

At the review stage, all parties will consider whether progress has been made towards identified outcomes and will refine the support or set new outcomes. The Assess, Plan, Do, Review cycle will continue far as long as the need arises. As above, the pupils view will also be taken into account.

### **Support during transition**

Transition between year groups is carefully planned for to ensure a smooth process for all pupils. It falls into two parts – transition of information and pupil transition experience. Class teachers meet on a number of occasions to hand over relevant information about pupils in their class and in turn receive information from teachers for the class coming up. Information is also available on the summative and formative tracking systems which teachers build up on a weekly basis. Additional SEN information is also transferred via the SENCo and relevant reports and advice are shared.

Pupils visit their new classrooms and teachers on 3 separate occasions, helping them to familiarise with the new space and see the standard of work current pupils are producing by the end of the year. In these 3 sessions, pupils tend to build up a profile of themselves for their new teacher and set targets and aspirations for the coming academic year. Pupils who are supported by a dedicated teaching assistant will work alongside them in the same way they do in their current class. In many cases, the same support staff will follow the pupil into the new class in September.

Transition to high school can be a difficult time for pupils with SEN and the needs of the individual are closely regarded. There may be additional visits to new schools arranged and IT resources used to

record the new surroundings so the pupils can keep referring back as many times as they wish. Booklets and cue cards can be produced which prompt and remind pupils about new expectations and procedures.

EHC Plans will contain information and targets which span the phases of school and will follow the pupil through into secondary life.

### **Teaching approaches for pupils with SEN**

The school has high expectations for all pupils and this includes pupils with SEN. They will be encouraged to achieve their personal best as equally as other pupils. Teaching will mostly take place in the classroom in an inclusive environment, working alongside classmates of all abilities. It will occasionally be necessary to remove pupils to work in a quieter place or when they are working on targets which require outdoor or off site situations, ie shopping, road safety or route finding. These experiences build up independent skills and encourage safe decision making.

### **Adaptations of the curriculum and learning environment**

Classrooms will have a visual timetable and pictorial supports where appropriate to help any pupils who require them. Quiet areas are available for pupils who require a low distraction environment. The curriculum at each stage is differentiated to meet the needs of all children and teachers are skilful at devising small steps for SEN pupils to achieve to demonstrate progress and confidence. Pupils with hearing and vision needs will have equipment and accessories allocated as appropriate by the Sensory Support Services.

### **Additional support for learning available for pupils with SEND**

Additional programmes of support beyond the curriculum are available when the need arises. These programmes include the following (NB they are not available all the time for pupils to access, they need to be assessed and allocated as appropriate)

- Music Therapy
- Early Learning Groups
- Individual Support Sessions
- Getting Ready to Read
- Talk Boost
- Colourful Semantics
- Mr Memory
- Sensory Development

- Precision Teaching
- Emotional and Social Dialogue
- Vocal Group Teaching
- Art Therapy
- Right to Read

### **Expertise and training of staff, including specialist expertise**

Staff have received INSET training on dyslexia friendly classrooms, ASD, resilience training, Mr Word, positive handling and also receive updates on these issues. Appropriate staff receive higher level training and support depending on their responsibilities. The speech and language therapists deliver training to certain staff in visual timetables, social stories, working memory and speech based programmes depending on need. Expertise is bought in from other providers to deliver highly specialised programmes but there is an expectation that their practice is shared with relevant staff to develop their own CPD.

### **Securing equipment and facilities to support pupils with SEND**

Some equipment requires purchase, borrowing or hire at the point of need to react to an unplanned situation. Needs are always assessed by professional at this time and appropriate acquisition or arrangements made. Other needs are planned and prepared for in advance for example, size appropriate furniture, enlargement facilities as the pupil travels through school. Full use is made of the Support Services available and requests made for emergency funding if needed.

### **Evaluating the effectiveness of provision**

Lesson observations and learning walks take place on a regular basis. Progress is evaluated through book scrutiny at staff meetings and through formative assessment during lessons. Class teachers evaluate lessons on a daily basis to inform planning. Weekly record sheets from teaching assistants who work with children with SEN are evaluated. IEP targets are evaluated and set on a termly basis but can also be altered at any time where appropriate to meet the needs of the child.

### **How children with and without SEN are integrated for activities**

All children play on the playground together at break and lunch times. The exceptions to this are children in nursery and reception who have their own play area. Children with Special Educational Needs are encouraged to join after school activities.

### **Support for development of emotional and social skills and prevent bullying**

St Agnes works closely with a music therapist who supports children who are displaying signs of emotional and social issues and helps prepare them for learning and develops positive social skills. The pupils have timetabled slots and the focus is on developing turn taking and sharing skills alongside meeting children's varied emotional needs. Pupils have an assembly once a week where various topics and issues are covered, for instance anti bullying week. Pupils have time for reflection and discussions about any concerns that may arise, for example, circle time in class and opportunities for pupil voice. Teachers may offer 1:1 sessions with pupils where gentle conversation and self-confidence building is required. Art Therapy is mostly used in these sessions and role play is sometimes included. The school also has a student council who meet every week to discuss any issues in school. Each class has student council time which allows every child the opportunity to voice their opinions and concerns.

### **Multi agency working**

The school works closely with a team of speech and language therapists who offer support and provide intervention work with pupils on a one to one and small group basis. The school has a Service Level Agreement with the Educational Psychologist and also provides a music therapist who works with children with emotional and social needs once a week. Children with dyslexia or other additional needs are supported by a highly structured Literacy programme twice a week to develop their reading and spelling skills. The school nurse is available one a weekly basis to offer advice and support to all parents, including those with SEND.

### **Arrangements for dealing with complaints about the provision for pupils with SEN**

Parents can come into school and discuss any concerns with the SENDCo, Katie Cronin or the Head Teacher, Liz Rose. Parents can put their complaint into writing if they are dissatisfied with the outcome and follow the schools complaints procedure. Parents can also contact the Information, Advice and Support Service by phoning: 0161 209 8356 or by emailing [parents@manchester.gov.uk](mailto:parents@manchester.gov.uk)

### **The Local Authority Local Offer**

For Manchester's Special Educational Needs and Disabilities (SEND) Local Offer please visit:

[www.manchester.gov.uk/sendlocaloffer](http://www.manchester.gov.uk/sendlocaloffer)

This website details all the services that are available to families with children with Special Educational Needs or Disability in the area.

