

St Agnes CE Primary School

SEND Report 2018/19

Introduction

St Agnes' CE Primary School is a larger than average primary school in central 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 higher percentage of SEND pupils than the national average. Our SEND provision allows pupils with learning difficulties the opportunity to follow a curriculum specifically tailored to develop life skills and to give pupils self-confidence through their learning thus enabling them to maximize their potential and to work independently. We are committed to narrowing the attainment gap between SEND and non-SEND pupils. This may include short-term intervention learning programmes and other learning interventions developed to personalise learning. This document outlines the key indicators in educating all pupils with Special Educational Needs or Disabilities (SEND).

If your child has special educational needs and/or a disability and you would like to know more about what we offer at St Agnes' C of E Primary School, please contact us on 0161 224 6829 or e-mail us at:

admin@st-agnes.manchester.sch.uk

SEND Coordinator: Mrs E Anderton

Headteacher: Mr S Uddin

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 others 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 others of the same age in mainstream schools or mainstream post-16 institutions'

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

Special educational provision means:

- educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools, other than special schools, in their area
- for a child under two, educational provision of any kind

The definitions of disability are from the Children's Act 1989 and the Equality Act 2010:

A person has a disability for the purposes of this Act if he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities.

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. All pupils have access and opportunities to participate in school visits/clubs and school activities through reasonable adjustments. We have a disabled toileting facilities and additional facilities in Early Years for children who require additional help with changing/toileting.

SENCO

The School SENCO is Mrs Elaine Anderton (maternity cover) and she can be contacted on 0161 224 6829 or by email e.anderton@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. This approach follows a model of action and intervention to help children make progress and successfully access the curriculum. It recognizes that there is a continuum of SEN and that, where necessary, increasing specialist expertise should be involved to address any difficulties a child may be experiencing.

Class teachers are responsible for the teaching, learning and assessment of all pupils in their class. Staff may refer concerns to the SENCO at any time, which will trigger assessment and consultation with appropriate agencies and inform the plan of action.

Throughout the Early Years Foundation Stage, Key Stage 1 and Key Stage 2 the children are assessed against nationally set criteria to check their progress across all areas of learning / subjects. It is through this process that children who are not making expected progress are highlighted. Teachers and Support Staff play a vital role in raising concerns about other barriers to learning, such as behavioural, social and emotional matters.

A rigorous assessment procedure to track children's progress is continuously used. If a child fails to make expected progress the next stage would be to move to the use of school intervention and/or outside agency involvement for the identification, assessment and recording of children's learning difficulties. We incorporate these procedures into our normal working practice.

If staff identify a child who may have SEN, it may be necessary to put effective special educational provision in place. This provision will be identified through the assessments carried out during the monitoring period. The provision will be outlined on the individual learning plan for the child. This sets out any arrangements that are additional to and different from the usual curriculum. These are shared with the child and parents and reviewed each term, or as appropriate. Further advice and professional support is sought and implemented as is considered necessary for the individual needs of the child.

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 services. Individual learning plans will be shared and discussed with parents and the

child. Parents will be invited to attend any professionals or review meeting, where appropriate, that will help support their child. We welcome the views of parents so that we can all work together to best support the needs of the child.

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 so that they have ownership of the response and support. Individual learning plans are shared with the child and reviewed every term.

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 for as long as the need arises. As above, the pupil's view will also be taken into account.

Support during transition

Transition between year groups is carefully planned 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. Each class teacher has a SEND file for the children in their class, which has relevant information, and reports that they transfer to the next class teacher.

Pupils visit their new classrooms and teachers for a week during the end of summer term, helping to familiarise them with the new space and see the standard of work current pupils are producing by the end of the year. During this week, 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 continue to 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 school 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. Our inclusive approach to provision means that the majority of pupils have their needs met by accessing levelled planning that is used across the school to ensure that all lessons are appropriately differentiated. Teaching will mostly take place in the classroom in an inclusive environment, working alongside classmates of all abilities. Lessons are structured to provide a range of activities. The school adopts a flexible approach to support provision in order that a child's individual needs can be met. The physical layout of the school enables us to make provision for small groups of children. This allows us to provide greater differentiation with more quality support.

Provision

Class Teachers have responsibility for enabling all pupils to learn.

This is achieved by:

- planning appropriate work / activities for their pupils
- ensuring that support is available for all children (inclusive 'quality first' teaching)
- differentiating the curriculum to take account of different learning styles, interests, abilities
- ensuring that all children can be included in tasks / activities
- monitoring individual progress
- celebrating achievement
- identifying those children who require additional or different support in order to make progress
- setting targets on Intervention Tracking Sheets and discussing these with parents and pupils

Teaching Assistants:

- through 'quality first' teaching, support the teachers in enabling all children to have access to the teacher
- support the teachers in enabling children with SEND to have access to an appropriate curriculum
- encourage and promote independence in the children
- liaise with the Class Teacher
- help to prepare resources and adapt materials
- lead interventions to close the gap for children experiencing difficulty
- promote the inclusion of all children in all aspects of life at school

Intervention is carried out by the school and is 'additional to or different from' the usual differentiated curriculum. It can take the form of:

- using different learning materials in the classroom
- making reasonable adjustments within the physical environment
- making reasonable adjustments to routines
- support staff in the classroom
- a more focused level of support in a small group withdrawn from the class
- focused work to be completed at home

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 and enables us to make provision for small groups of children. This allows us to provide greater differentiation with more quality support. 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.

Statutory Assessment: Education Health Care (EHC) Plan

When a child is demonstrating a significant cause for concern or their learning need is more complex and persistent than can be met by the interventions already put in place, statutory assessment will be considered. The EHC Plan incorporates all information about the child from birth to 25. All parties, including health and other agencies involved with the child, contribute to this plan. If a

Statutory Assessment is required, the school, in consultation with the child, parents and outside agencies, will submit reports for consideration by the Local Authority's Provision Panel. The request is made to the Local Authority (LA), which in our case is Manchester. The school office can provide further information about Manchester's Local Offer of SEND Provision.

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
- Well-Comm
- Colourful Semantics
- Mr Memory
- Sensory Development
- Speech & Language programs
- Precision Teaching
- Emotional and Social Dialogue
- Art Therapy
- Play Therapy
- Right to Read
- Life skills
- Lego Therapy
- Drawing & Talking

The Special Educational Needs Coordinator (SENCO)

Mrs Anderton is the SENCO. She is responsible for the implementation of the SEND policy and will support and encourage other members of staff where and when necessary. She will liaise with parents and relevant outside agencies, medical and psychology services. She will attend and cascade appropriate in-service training in order to meet new developments with policy and practice. She will prepare and deliver staff training and assist in the purchase and deployment of resources encouraging their efficient and effective use. The SENCO will also be responsible for overseeing the maintenance of the Special Needs Register. When a child is demonstrating a significant cause for concern or their learning need is more complex and persistent than can be met by the interventions already put in place specialist expertise will be secured.

Expertise and training of staff, including specialist expertise

Staff have received training on Attachment in the Classroom, resilience training, working memory, communication cycles, Speech and Language first response strategies and delivering specific intervention programmes, administering an Epi-pen and monitoring asthma. Appropriate staff receive higher-level training and support depending on their responsibilities. The speech and language therapists deliver training to certain staff on 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.

Partnerships

The partnership between parents and school will play a key role in promoting a culture of positive expectation for SEND pupils. Parent partnership is encouraged through termly consultations, coffee mornings, annual reports, SEND reviews and informal discussions. Pupils and parents are at the heart of decision-making, ensuring high quality individual education pathways are carefully planned around the specific needs of the child. We try to accommodate parental availability when planning meetings. Parents are consulted regularly at the termly parental consultations and review discussions. Phone and email contact is maintained which ensures that difficulties and anxieties can be resolved swiftly.

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. ILP 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 preventing bullying

St Agnes has worked closely with a range of therapists who support children who are displaying signs of emotional and social issues and help prepare them for learning and to develop positive social skills. The pupils have timetabled slots: there is a focus 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. Lego Therapy, Play Therapy and Drawing & Talking are 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 that 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 play 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.

Numbers of children/young people with disabilities and medical needs within the school

We currently have 53 children with asthma plans and 141 have a Medical Care Plan.

The medical needs across the school are varied. All staff have received training on administering an Epi-pen and dealing with asthma. Any key staff members who come into regular contact with the child are identified on the Care Plan.

Inclusion for Disabled Pupils:

All pupils have access and opportunities to participate in school visits/clubs and school activities through reasonable adjustments. We have disabled toileting facilities and additional facilities in Early Years for children who require additional help with changing/toileting. We also have a lift in school for children who require additional support. Additional plans are in place, where identified, to ensure their needs adequately met and catered for.

Number of pupils with SEN for the academic year 2018-19.

SEN support	18.6% (87)
SEN EHCP	2.35%(11)

All children with an EHCP are involved in their annual review by completing a form about their learning.

Budget allocation for 2018-19

Total allocated for SEN was £1000. The majority of this budget has been costed for resource provisions for the ThInc Room (Therapeutic Inclusion).

The school also has Service Level Agreements with One Education to provide external professional support such as an Educational Psychologist, Speech and Language therapist and Music and play therapies.

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

Parents can come into school and discuss any concerns with the SENCO, Elaine Anderton. Parents can put their complaint into writing if they are dissatisfied with the outcome and follow the school's complaints procedure. Parents can also contact the Information, Advice and Support Service by phoning: 0161 209 8356 or by emailing parents@manchester.gov.uk

The 'Local Offer' within Manchester City Council

For information on Manchester's Local Offer, please visit:

http://www.manchester.gov.uk/info/500132/special_educational_needs

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



Outside Agencies

Below we have listed some of the outside agencies that may be involved in supporting pupils with SEND at St Agnes C of E Primary School Primary School:

Education services

One Education Specialist Teachers (SPLD – Specific Learning Difficulties), Educational Psychologist, Outreach support from Specialist Schools.

Health/social services

Speech and language therapy, Occupational therapy, Specialist consultant, General practitioner, Paediatrics, Health visitor, School nurse, Child and adolescent mental health service – CAMHS, Social services, Parents in Partnership, Physiotherapy and Podiatry.