



St Agnes School

Special Educational Needs and Disabilities

Date adopted by governors: March 2015

Date to be reviewed: Spring 2018

Responsible Persons

As Headteacher, Carol Wint has overall responsibility for SEND at St Agnes School.

The Special Educational Needs and Disabilities Co-ordinator (SENDCo) is Stef Brighthouse. She coordinates the day to day provision of education of children with special needs and disabilities.

Andrew Reep is the SEND Governor.

Our last Ofsted inspection at St Agnes School found the provision for children with SEN outstanding. We believe that all children should have access to high quality teaching that focuses on inclusive practice and breaks down barriers to learning. For the majority of children at St Agnes School this can be achieved through personalisation and differentiation, but children with SEND need provision that is additional to, and different from, their peers.

The staff will ensure that pupils with special educational needs join in the activities of the school together with pupils who do not have special educational needs, so far as that is reasonably practical and compatible with the pupil receiving the necessary special educational provision, the efficient education of other children in the school and the efficient use of resources.

This policy reflects the requirements of the 2014 Code of Practice including the definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age; or

- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definitions above or would do so if special educational provision was not made for them. We recognise that there are barriers to learning that impact on attainment and progress that are not SEN.

We focus on individual progress as the main indicator of success. We strive to make a clear distinction between “underachievement” – often caused by a poor early experience of learning - and special educational needs. Some pupils in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these pupils catch up. Other pupils will genuinely have special educational needs and this may lead to lower attainment (though not necessarily to underachievement). It is our responsibility to ensure that children with special educational needs have the maximum opportunity to attain and achieve in line with their peers.

Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are important for these pupils. These will be provided, initially, through additional support funded from the devolved schools budget.

We are committed to meeting the needs of all children with SEND including those who do not have an EHC plan. We are also committed to the fact that our teachers teach all our children, including those with SEND.

Identification and assessment of Special Educational Needs and Disabilities

Staff members seek to identify the needs of pupils with SEN as early as possible. This is most effectively done by gathering information from parents, education, health and care services and early years settings prior to the child’s entry into the school. They do this by:

- Monitoring the progress of all pupils in order to aid the identification of pupils with SEN. Continuous monitoring of those pupils with SEN by their teachers will help to ensure that they are able to reach their full potential.
- Making appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum. This will be coordinated by the SENDCo and Headteacher and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils’ needs are catered for.
- Working with parents to gain a better understanding of their child, and involve them in all stages of their child’s education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child’s progress.
- Working with and in support of outside agencies when the pupils’ needs cannot be met by the school alone.
- Creating a school environment where pupils can contribute to their own learning. By encouraging pupil participation in wider opportunities such as school clubs, school council, residential visits, school plays and sports teams.

Identification

At St Agnes we identify children with SEND as early as possible, through contact with Home, pre-school and by assessment at the start of the Foundation Stage year using Early Years Foundation Stage Development Matters. Assessments allow the child to show what they know, understand and can do, as well as to identify any barriers to learning.

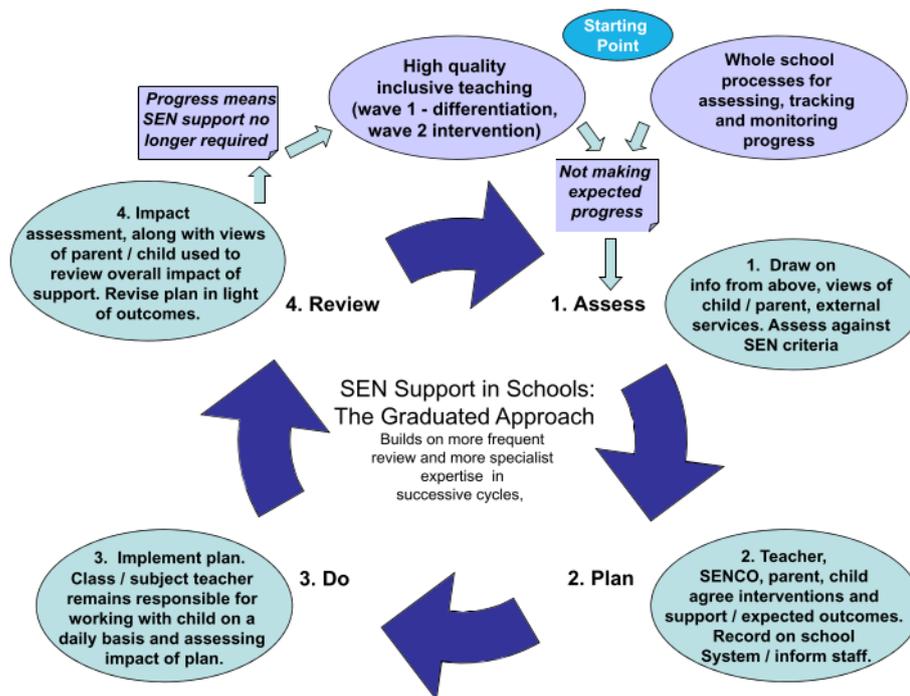
Throughout the school we monitor and track the progress of all children by an on-going process of planning, teaching and assessment. Children with SEND may be identified at any stage of this process during their school life.

In Foundation Stage, Key Stage 1 and Key Stage 2 the assessments include:

- Foundation Stage Profiles
- The p scales, using B squared PIVATS programme for both learning and behaviour
- Phonics Screening Programme
- Termly National Curriculum assessments of progress in Reading, Writing, Numeracy and Science
- Ongoing profiles of progress towards objectives in all curriculum areas
- Annual National Curriculum teacher assessments of core and foundation subjects
- End of Key Stage 1 SATs teacher assessment
- End of Key Stage 2 SATs tests
- Child self-assessment
- Parental feedback
- Diagnostic tests. Tests used in school for diagnostic purposes include Dyslexia Screening Test, Dyscalculia Assessment, Phonics Screening.

The ‘triggers’ for further intervention

We recognise that there is a wide range of SEND amongst our children and so we match the level of intervention to each child’s needs. We have adopted the New Graduated response set out in the 2014 SEN Code of Practice, which builds on more frequent reviews and more specialist expertise in successive cycles.



The ‘triggers’ for further intervention are one or more of the following:

- Lack of progress in Foundation Stage Profile Statements
- A low attainment in the BPVS test and/or in the Phonics Screening Test
- Ongoing teacher and TA observation and assessment within the classroom, and/or attainment in annual standardised tests showing one or more of the following:
 - The child’s progress is significantly slower than that of their peers starting from the same baseline;
 - The attainment gap between the child and his peers is getting wider;
 - A previous rate of progress is not being maintained and a child fails to match or better the child’s previous rate of progress;
 - Little progress is being made even when teaching approaches and resources have targeted a child’s identified area of weakness;
 - The class teacher’s annual assessment profiles is showing underachievement in one or more curriculum areas;
 - Emotional or behavioural difficulties persisting in spite of the use of the school’s behaviour management programmes;
 - Self-help skills, social and personal skills are inappropriate to the child’s chronological age;
 - A diagnosis of a previously unidentified medical condition, communication problem or sensory impairment;
 - For a child who is new to the school, records from the previous school indicating that additional intervention has been in place;
 - Parental concerns regarding academic progress, behaviour, social adjustment and/or communication skills;
 - Professional concerns e.g. from medical services, Educational Psychologist, and Children Services.

What happens if concerns are identified?

- If a teacher is concerned about some aspect of a child's progress, behaviour or well-being, (s)he will decide what action to take within the normal daily classroom routine. If the child is having learning difficulties in one or more areas, the teacher will adapt resources or change the teaching method being used, to suit that child
- If a child is having behavioural problems the teacher will record the frequency and severity of the incidents and, if possible, adapt the classroom environment to help the child overcome the problems
- When a teacher is concerned about a child's physical, behavioural, emotional or mental well-being, he/she will share concerns with the SENDCo and the senior management team
- The parents of a pupil for whom there is a concern will be advised of a concern and a record will be kept known as an Initial Concern Record
- When a parent/carer is concerned about some aspect of his/her child's progress, behaviour or well-being, he/she should make known a concern to the class teacher, the SENDCo or the Headteacher
- The teacher or the Headteacher will inform the SENDCo of the concerns. The SENDCo will make a record of the child in the category, Initial Concerns
- If a teacher is concerned that a child is not making the expected academic progress that is expected for that child then he/she will share that concern with the SENDCo
- The parent/carer of a pupil for whom there is a concern will be advised of a concern and a record will be kept known as an Initial Concern Record
- The SENDCo will make a record of the child in the category, Initial Concerns
- The child, in all cases, will be involved in this process, in terms of knowing there is a concern, and how a concern will be addressed
- The child's viewpoint will be sought and recorded on a record
- Where there is an initial concern, in terms of an identification of SEND, the class teacher, the SENDCo, the parent/carer and the child will agree on interventions to achieve a desirable outcome
- A plan may be constructed by the teacher or, in some cases, the SENDCo, that is child friendly and will show the outcome that is desired and how it will be achieved. The plan will vary according to the needs of an individual child and may or may not contain a target or targets, but will explain the strategies that will be used to enable a child to make a progress that is desired
- A record known as Initial Consultation with Parent/Carer will be kept of a meeting or meetings that take place whilst a child is on a record known as Initial Concern
- The class teacher and the classroom teaching assistant are responsible for implementing the plan and for working with the child on a daily basis, and for assessing the impact of the plan
- A timeframe of when a desired outcome is expected will be agreed upon by all and at the end of that timeframe the strategies that have been put in place will be reviewed against a progress made by a child
- The parent/carer will be kept informed of the progress made by a child and a viewpoint will be sought from the parent/carer, which will either be by letter, email, or face to face
- All copies of paperwork relating to an initial concern and additional support/EHC Plan will be made available to the parent/carer of the child, and any other professional who is involved in the process, with the consent of the parent/carer

- If a child has made adequate progress then he/she will be moved off the Initial Concerns Record

What happens if additional support is required?

- If a child continues to make inadequate progress, in spite of the strategies the teacher has used in class, the teacher may decide that more intervention is needed. The teacher and the SENDCo will look at the evidence of inadequate progress and decide on strategies which are **additional to, or different from** those already being provided in the classroom to help the child to make progress
- The child is placed on The Record of Need as a child who needs additional support
- The child, in all cases, will be involved in this process, in terms of knowing there is a concern, and how a concern will be addressed.
- The child's viewpoint will be sought and recorded
- The parent/carer's viewpoint will be sought and recorded
- The class teacher, the SENDCo, the parent/carer and the child will agree on interventions to achieve a desirable outcome
- A plan will be constructed by the teacher or, in some cases, the SENDCo, that is child friendly and will show the outcome that is desired and how it will be achieved. The plan will vary according to the needs of an individual child and may or may not contain a target or targets, but will explain the strategies that will be used to enable a child to make a progress that is desired
- A record will be kept of a meeting with a parent/carer
- The class teacher and the classroom teaching assistant are responsible for implementing the plan and for working with the child on a daily basis, and for assessing the impact of the plan
- The SENDCo may or may not work with a child who is on the Record of Need at Additional Support
- A timeframe of when a desired outcome is expected will be agreed upon by all, which is usually termly and at the end of that timeframe the strategies and targets that have been put in place will be reviewed against progress made by a child
- A record will be kept of progress made by a child
- A parent or carer will be invited to make a contribution to a review of the progress of the child who has been placed on The Record of Need, on a termly basis;
- At least two of these meetings will be face to face;
- When a child has made adequate progress then that child will be removed from the Record of Need under Additional Support but can be, if felt necessary, moved to a Record of Initial Concerns

How are other professionals involved?

- If a child fails to make an adequate progress over a sustained period, despite well-founded support that is matched to the child's area of need, then a request will be made to ask for support and guidance from an outside agency or other specialists
- We are able to involve specialist at any point for advice on early identification of SEND and effective support

- A parent/carer's consent must be sought before a referral to an outside agency is made
- Before a referral is sought all data and anecdotal evidence must be reflected upon to determine that all strategies that are available within a class setting have been employed
- A decision will be made as to which service is appropriate for a child to be referred to for all who work with a child to have a support and guidance from a professional which will enable a child to make an adequate progress

What is an Education, Health and Care Plan (EHC plan)?

When a child's needs cannot be reasonably provided from within the resources normally available to St Agnes School then a referral will be made to Cornwall Council to carry out an EHC plan statutory coordinated assessment. The criteria are as follows:

- A child must have special educational needs that are long term, severe and complex
- A child may have social care and/or health as well as educational needs, or in some exceptional cases, educational needs only
- A child will not have responded to sustained, relevant and purposeful measures taken by St Agnes School and other professionals
- Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

A referral can be made by a parent or carer, the SENDCo, or any other professional who is working with a child, with the consent of the parent or carer.

There are other factors that may impact on a child's attainment and progress as well as SEN and these children are also identified and supported by the school in a variety of ways some of which are recorded in an individual plan. These include English as an Additional Language, attendance, medical needs and behaviour.

Allocation of resources for pupils with SEN

The school is allocated a dedicated sum for pupils without a statement of SEN or EHC plan. These funds are devoted to the purchase of teaching assistant hours, specialist support, specialist resources and equipment and staff training.

The school supplements this with a substantial amount from the base budget. The Governing Body allocates resources to the children on the SEN Record of Need. Children are on the Record of Need because they are children for whom the definition of SEN is relevant.

Additional resources are allocated from the school budget to support children with a perceived need at a given time. Examples of this include 1:1 tuition or intervention to help overcome barriers to learning.

Access to the curriculum, information and associated services

Pupils with SEN will be given access to the curriculum through the school's provision, as far as possible taking into account the wishes of their parents and the needs of the individual. Every effort will be made to educate pupils with SEN alongside their peers in a mainstream classroom setting. Where this is not possible, the SENDCo or Headteacher will consult with the child's parents for other flexible arrangements to be made.

Regular training and learning opportunities for staff on the subject of SEN and SEN teaching are provided in school and by attendance on courses. Staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEN.

In class provision and support are deployed effectively to ensure the curriculum is differentiated where necessary. We make sure that individual or group tuition is available where it is felt pupils would benefit from this provision. We set appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

Inclusion of pupils with SEND

The Headteacher, governors and SENDCo oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school. The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom. The school will seek advice, as appropriate, around individual pupils, from external support services when appropriate.

Evaluating the success of provision

In order to make consistent continuous progress in relation to SEND provision, the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of parent and pupil surveys and through progress meetings with parents.

Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice.

In service training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN. SEN training is part of the Staff Meeting programme.

The SENDCo attends relevant SEN courses and facilitates/signposts relevant SEN focused external training opportunities for all staff.

We recognise the need to train all our staff on SEN issues including support staff and we have funding available to support this professional development.

Links to support services

The school continues to build strong working relationships and links with external support services in order to fully support our SEN pupils and aid school inclusion. Sharing knowledge and information with our support services is key to the effective and successful

SEN provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENDCo who will act to address the concern.

St Agnes School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEN. The SENDCo is the designated person responsible for liaising with external agencies. Parents will always be informed when an external agency becomes involved with their child.

Pupil Participation

The school will work to ensure that pupils are fully aware of their individual needs and the targets in their Individual Education Plans. Steps will be taken to involve pupils in decisions which are taken regarding their education including attendance at Annual Reviews where appropriate.

Working in partnerships with parents

St Agnes School believes that a close working relationship with parents is vital in order to ensure:

- early and accurate identification and assessment of SEN leading to appropriate intervention and provision
- continuing social and academic progress of children with SEN
- personal and academic targets are set and met effectively

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENDCo may also signpost parents of pupils with SEN to the local authority support service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

