



**St. Agnes ACE Academy
School Offer for Special Educational Needs and Disability (SEND)
2017**

St. Agnes ACE Academy is a busy, happy and welcoming primary school in the thriving coastal village of St. Agnes, Cornwall

There are ten classes, housed in spacious premises with an inviting learning environment.

Our aim is simply to be a great school. Using the considerable talents of our dedicated staff, parents and other adults in our community, we support and challenge our pupils to think for themselves, do their very best and make a meaningful contribution to their world.

Our aim is for every child to feel valued and self-confident and to achieve their potential. Children with special educational needs and disabilities (SEND) achieve well at St. Agnes Academy because their needs are swiftly identified and high-impact support is put into place to enable them to make good progress.

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.

We are always happy to work with parents and carers to find the best way to help your child succeed. We offer a Graduated Response to the level of need of each child, as laid down in the New Code of Practice, 2014. Initially, pupils causing concern are placed on 'First Concerns' which means that they are monitored closely prior to consideration being given to SEN support. Pupils who are identified as having Special Educational Needs requiring 'additional or different' support are placed at the SEN Support level of our Record of Need and are subject to a termly 'Assess, Plan, Do, Review' cycle. Pupils with significant needs are subject to an integrated Education, Health and Care Plan (EHCP) or a Statement of Educational Needs (if issued prior to Sept 2014 and until a Transfer Meeting takes place by 2016 at the latest.) These pupils are also part of the Assess, Plan, Do Review cycle.

The school benefits from a SENDCo, Amy Dyer, who is an experienced teacher and has a wide range of specialist qualifications in SEND including the National Qualification for Special Educational Needs Coordination.

The person responsible for co-ordinating SEND provision is Amy Dyer. All the people who work with children in the school are responsible for making sure that that the school gets provision for children with additional needs just right.

The levels of support and provision offered by our school

1. Listening to and responding to children and young people

Whole school approaches The universal offer to all children.	Additional, targeted support and provision	Specialist, individualised support and provision
<ul style="list-style-type: none"> • Views and opinions of all pupils are valued • Good and outstanding first wave teaching with listening to pupils at its heart • Pupil – teacher conferencing • School Council, Junior Road Safety Officers and Eco-Heroes • Pupil conferences with Headteacher colleagues and school governors • Reading and school trip buddies 	<ul style="list-style-type: none"> • SEND pupils are included in all consultation groups • Additional provision is developed in light of school council and other forums as discussed in the universal offer • Tailored interventions based on need • Pupils with SEND are included in all aspects of the universal offer 	<ul style="list-style-type: none"> • Pupils' views are incorporated into Individual Education Plans (IEPs) • All documentation is presented in a format that is accessible to the pupil • Pupils views are an integral part of TAC meetings and SEN reviews

<ul style="list-style-type: none"> • Whole school 'learning to learn' focus • Pupil questionnaires 		
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2. Partnership with parents and carers

Whole school approaches The universal offer to all children.	Additional, targeted support and provision	Specialist, individualised support and provision
<ul style="list-style-type: none"> • The school works in partnership with all parents and carers • Parents views and opinions are valued and listened to • Parents and carers attend termly consultation evenings • Information events and workshops available • All parents receive notification of their child's achievement in relation to national expectations • Annual pupil reports are and parents are invited to comment • Targets and how families can help with their children's learning are shared with parents • Parents participate in reading and other classroom activities, support on trips and offer extra-curricular activities • Where necessary parents are given support to access multi-agency support 	<ul style="list-style-type: none"> • Parents are invited to participate in development of children's IEPs • Families are invited to attend information sessions and workshops re supporting their children at home • Parents can contact school about concerns at any time • Home/school books • Parents/carers know who the SENCo is and how to contact her 	<ul style="list-style-type: none"> • Termly reviews of IEPs • School helps parents to access specific out of school agencies • Parents and carers attend and views sought at Annual Reviews • Parents attend and views sought as part of the Team Around the Child (TAC) process • All documentation is presented in a format that is accessible to parents

<ul style="list-style-type: none"> • Class newsletters • School newsletters • News and information on school website • Parent/carers views obtained through questionnaires 		
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3. The curriculum

Whole school approaches The universal offer to all children.	Additional, targeted support and provision	Specialist, individualised support and provision
<ul style="list-style-type: none"> • The curriculum is designed to ensure the inclusion of all students. • The school curriculum includes all the requirements of the new National Curriculum delivered through relevant cross-curricular themes. • English and Maths curricula focus on raising achievement in using and applying literacy and numeracy skills • All students, regardless of ability, have full access to the curriculum • All pupils boost their independent learning skills through the provision of response time to teachers' feedback and marking 	<ul style="list-style-type: none"> • Intervention programmes are needs led and planned by class teachers • The progress of all students taking part in intervention groups is measured on a half termly basis. • The intervention programmes are adapted in light of pupil progress 	<ul style="list-style-type: none"> • Pupils are supported in accessing all areas of the curriculum regardless of their SEN, with adult support where necessary. • Individual Education Plans (IEPs) in place for children on RON (Register of Need)

<ul style="list-style-type: none"> • Half-termly data tracking and pupil progress meetings identify pupils who need specific interventions. • Assessments including dyslexia screening, are used to identify pupils who require interventions 		
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4. Teaching and learning

Whole school approaches The universal offer to all children.	Additional, targeted support and provision	Specialist, individualised support and provision
<ul style="list-style-type: none"> • The whole school uses a differentiated approach to ensure the progress of all pupils. • Lessons are carefully planned to include clear stages, regular 'mini-plenaries' and different learning styles. • Learning objectives are shared and success criteria discussed and referred to. • Pupils' work is regularly marked by staff and responded to by pupils. Pupils respond to all marking with a 	<ul style="list-style-type: none"> • Class teachers and teaching assistants share information and lesson plans to ensure that pupils with SEND have targeted support and provision. • Teaching assistants/class teachers work with small groups to ensure understanding, facilitate learning, foster independence and keep pupils on task. • Independent learning is supported by the use of technology • Assess, plan, do, review cycle of 	<ul style="list-style-type: none"> • Personalised and highly differentiated work is provided enabling independent learning. • One-to-one support is in place for pupils who need more intensive support. • Outreach from appropriate agencies requested for advice on teaching and learning • Precision Teaching • Makaton • Now and Next boards

<p>focus on next steps.</p> <ul style="list-style-type: none"> • English and Maths are priorities for all staff: key vocabulary and processes are displayed. • Alternative ways of recording are used where appropriate. • A whole school monitoring cycle ensures quality first teaching in all classes • School targets and class targets in place • Pupils have personal targets which are discussed and updated regularly • Whole school marking policy • All pupils take part in weekly maths challenge (99 club) • Higher order questioning used to challenge learners of all levels • Mastery of Maths approach • Specialist PE teachers • Weekly Golden Assembly 	<p>support in place</p> <ul style="list-style-type: none"> • Alternative methods of recording accepted 	<ul style="list-style-type: none"> • Literacy boxes in every classroom to support dyslexic pupils • Individual targets • Individual Provision Maps
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5. Self-help skills and independence

Whole school approaches The universal offer to all children.	Additional, targeted support and provision	Specialist, individualised support and provision
<ul style="list-style-type: none"> • Golden rules encourage independence and self help • Whole school focus on 'learning to learn' encourages children to take responsibility for their own learning • Curricular emphasis on solving problems and using and applying skills encourages self-learning • Focus on pupils' response to teachers' feedback supports independence in learning • Pupils use self assessments • Menu of extra-curricular activities and clubs • Residential visits focus on social learning • Appropriate resources are available in all classrooms to promote independence • Literacy Boxes available in all classrooms from which children can choose resources to best support their own learning • Water available during and between lessons • Homework club 	<ul style="list-style-type: none"> • Pupils have personalised equipment to help them learn such as ipads, overlays and number squares • Where necessary students have access to 'now and next' materials, visual timetables, task cards, prompt cards, traffic light systems, word lists 	<ul style="list-style-type: none"> • Additional support is shared to build resilience in the young person so that they have self-coping strategies for when and if the TA is absent. • When appropriate personalised task boards and timetables are available to support independence. • For those who need it, flexi-schooling is offered with a planned route to full-time school. This has been used to successfully integrate children with specific needs fully into their classes • We work with partner agency experts to support children to overcome behavioural or emotional difficulties. This has led to great success. • Specialised seating • Access to disabled toilet • Specialised equipment e.g. writing slope, pencil grip, Braille, talking scales

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6. Health, wellbeing and emotional support

Whole school approaches The universal offer to all children.	Additional, targeted support and provision	Specialist, individualised support and provision
<ul style="list-style-type: none"> • PSHE lessons include all students. • Pupils have access to a school nurse on a referral basis. • Risk assessments and safety policies are in place • Resilience is promoted through a whole school focus on 'reaching and rolling' and through competitive sports events available to all where appropriate. • All staff have up-to-date safeguarding and first aid training. 	<ul style="list-style-type: none"> • Intervention groups to help self-esteem and other emotional issues • Bereavement and other forms of counselling are facilitated • Parent Support Advisor offers support to parents and children • Raising self-esteem through targeted support • Social Stories 	<ul style="list-style-type: none"> • TACs, Early Support meetings and reviews are supported by a range of agencies. • Additional support for pupils can be requested from: CAMHS; social care; youth centres; dreadnought; Penhaligan's friends; CLEAR; Suzy project; Gwennak Kernow etc • Students with specific medical conditions have an individual health care plan.

7. The physical environment (accessibility, safety and positive learning environment).

Whole school approaches The universal offer to all children.	Additional, targeted support and provision	Specialist, individualised support and provision
<ul style="list-style-type: none"> • All areas of the school are accessible to everybody. • Wheelchair access is available to all classes. • Pupils feel safe in an environment where bullying is absolutely minimal and dealt with effectively. • There is a designated 'Designated Safeguarding Officer' (and deputy) and a named Child in Care teacher. • Teachers focus on rewarding good behaviour to promote a positive learning environment. • The rewards and sanctions system is robust and displayed around the school. • Staff and visitors wear identification lanyards • Staff and visitors are required to sign in • No mobile phones are allowed in the school • There is a Designated Child Protection 	<ul style="list-style-type: none"> • Access to specialist equipment resources where appropriate. • Quiet areas are available. • Changing facilities available • Staff members who are Team Teach trained 	<ul style="list-style-type: none"> • Designated teaching areas are available • Dedicated resources matched to pupils' needs are provided. • Two disabled parking bays. • Disabled toilet

<p>Officer, Safeguarding deputies</p> <ul style="list-style-type: none"> • Staff have First Aid qualifications 		
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8. Transition from year to year and setting to setting

Whole school approaches The universal offer to all children.	Additional, targeted support and provision	Specialist, individualised support and provision
<ul style="list-style-type: none"> • Transition from pre-school to EYFS involves many activities and liaison with pre-school settings and homes. It is well planned & takes place regularly & progressively. • The EYFS teachers identify pupils who may need extra support through transition sessions and visits all children's homes prior to entry • There are very strong links with the receiving secondary school, Richard Lander. Pastoral leads identify pupils who may need extra support and our Educational Psychologist meets with 	<ul style="list-style-type: none"> • SENCo and class teachers liaise with pre-school and secondary school to ensure all information is shared before transition. • Every child's individual needs are discussed between teachers prior to transition, as are IEPs. 	<ul style="list-style-type: none"> • Where necessary, individualised transition programmes are put in place • Senior school SENCo visits in Summer Term • Photo books prepared for preschool settings and families to familiarise pupils with changes

<p>children on the SEN register in their first term in Y7 in their new school</p> <ul style="list-style-type: none">• Taster sessions happen throughout the year and in a variety of curriculum areas.• Two days of visits to receiving school. Following visit from Transition team including Year 7 pupil mentors.• Extra visiting days arranged for pupils who need them• 'Move up' morning across the school allows all pupils to work with their new teacher.		
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