

St Agnes SEND Information Report 2023/4

This **SEND Information Report** is the yearly report where we look back at the work we have done at St Agnes over the whole previous school year to support our children with special needs. We use it to measure how we are doing and work out what where we might be able to do better in the coming year. This is a legal requirement and we have the report scrutinised by our Board of Governors before it is published. **On our website you will find the 2022/23 Information Report, the 2023/24 Information Report will be published in July 2024.**

Also on our website you will find our **SEND Policy** and our **Accessibility Plan**. Our SEND Policy shows how we make sure that children with SEND are being provided for in accordance with the SEND Code of Practise and our Accessibility Plan gives more information about how we make sure all of our pupils are included. It explains the processes and systems that we use and gives more background information. The SEND Policy gets updated every three years or when there are changes that the Government tells us to make if that is sooner. The St Agnes Board of Governors also scrutinise the SEND Policy to make sure that it is right.

This document is written so that you can see the way we want to shape the year ahead and the SEND Information Report in July 2024 will tell you what we achieved against these objectives.

This report is compliant with 'The Special Educational Needs and Disability Regulations 2014, Schedule 1, Regulation 51'. It should be read alongside our SEND Policy and our Accessibility Plan.

Provision

At the start of the 2023/4 school year, St Agnes has children on all four of the SEN Code of Practice areas of need which are:

Communication and Interaction	Cognition and Learning	Physical and / or Sensory Needs	Social, Emotional and Mental Health Difficulties
34 pupils	27 pupils	31 pupils	33 pupils
(some children have need in more than one area)			

- We had 10 children on our roll with Education, Health Care Plans (EHCP's) which is 4.87% of our school population – compared with a Tower Hamlets average of 5.9% and a national average of 4.3%
- We had 37 children on SEND Support which is 18% of our school population – compared with a Tower Hamlets average of 12.4% and a national average of 13%

Identifying pupils with SEN and assessing their needs

A full explanation of what we mean by 'Special Educational Need' is on page 2 of our SEND Policy but to summarise it's the term used for anything that forms a barrier to a child's learning and stops them from achieving at their full potential. This year we will use a lot of different strategies to make sure we know about all of our children who might have special needs. The earlier we can discover a special need the longer we have to support a child in their learning, so we are focusing on:

- Speaking to our new parents when their child first arrives with us – both in Early Years and for children joining us later in their school career. We made home visits in the Foundation Stage and we ask parents to raise their concerns with us. All parents complete a medical needs form on entry.
- In our classrooms our Teachers and Teaching Assistants are monitoring achievement and patterns of behaviour that might suggest a child could be struggling with their lessons. Our teachers work closely with our SENCO once they feel more support is necessary.
- We look at our assessment data and focus our attention on the children not achieving at the level we would expect for their age.
- We will proactively establish IEPs to document three cycles of assess / plan / do / review for children who may benefit from a full EHCP application for assessment
- We have a programme of staff training to make sure that class teachers and support staff are able to make adaptations in the learning.
- We work closely with the Attendance and Welfare Officer (AWO) to try to understand if raised levels of absence and poor punctuality might be telling a story of unmet special needs
- The school nurse is supporting us in contacting parents to see if she can help with health needs.
- The SENCO meets termly with teachers to review the SEN Support List for their class.
- We will use our Speech and Language Therapist, Play Therapist and EP to carry out assessments.
- We will refer to external professionals within the NHS and Learning Support services to get a better understanding of our pupil's needs.

The St Agnes SENCO staff

Brid McDaid (Headteacher)

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and

Louise Wilcox

(Mondays and Tuesdays)

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And / or the school office.

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Supporting our SEND pupils

At St Agnes we want all children to meet their full potential so all of our teachers see themselves as teachers of SEND.

We teach our pupils with SEND in class, alongside their friends and if it's appropriate, we add to this with extra sessions which might happen outside of classroom.

All of our classes are run by qualified teachers, Classroom Teaching Assistants and SEN Support Teaching Assistants where they are needed. Our Head Teacher frequently teaches in our classrooms and knows your children well.

Our SENCO, now directly employed by the school, works two days a week.

- We will provide high quality inclusive teaching
- We will adapt the National Curriculum so that every child can join in with the whole class learning
- We will use specialist resources
- We will take advice from specialists in the Borough
- We will learn how to deliver special interventions and make sure that our children with SEND have access to the programmes that they need
- We will make sure that all children have an equal opportunity to take part in the full life of our school

Consulting with pupils and their parents

In our Accessibility Plan we state that we want to be more proactive in seeking advice and views from a wider group of people and mostly we want to know what our children and parents think.

- We will have a SEN stand at all of our parents evenings
- We will survey parents and get their feedback
- We will start run themed coffee mornings for our parents to talk and learn more about SEN.
- Our SENCO will publicise our open door policy and reach out to more parents to explain what we can offer
- We will put SEND issues on our school council agenda and ensure that we have SEND school councillors.
- We will actively seek and promote pupil voice in their SEN provisions.

Assessing and Reviewing progress

- We will look at whole school data
- We will carefully consider our year 1 phonics assessment results and what happens to the year 2 children who are retaking it.
- We will look at the Year 4 times tables test results
- Our Literacy coordinator will develop a range of interventions to close the gaps with reading
- Our children with EHCP plans will have timely and thorough Annual Reviews
- We will use Individual Education Plans for those pupils on SEN support who we feel might benefit from a full EHCP.

Supporting pupil transitions

We will help our pupils to prepare for the next stage of their learning

- From home to nursery
- From nursery to reception
- From early years to Year 1
- From year 2 (end of Key stage 1) to Year 3 (start of Key Stage 2)
- From year 6 to Secondary School

Helping with disability and access

Please see our separate Accessibility Plan.

Training our staff

We are committed to keeping our staff as current as possible with new understanding about SEND, we will provide

- Training for class teachers and Teaching Assistants
- Training for SEN Support Assistants
- Training for the SENCO
- Training for parents.

We will work with outside specialists

At St Agnes we understand the importance of creating a team around our children with additional needs. We have bought in specialist support from

- Sophie Harvey ~ Speech and Language Therapist - one day per week.
- Dr Alana Laing ~ Educational Psychologist – one day every three weeks.
- Melisa MacLean Jones ~ Play Therapist – one day per week
- Maria Martin ~ Literacy Specialist – ad hoc

Support services will be used to support the possible identification of special educational needs and disabilities where appropriate. St Agnes works closely with Tower Hamlets LA to advise on the support required for pupils with SEND.

We have developed working relationships with the following Borough specialists and will be working closely with them again this year.

- Phoenix Outreach - Sean Flynn and Elaine Donisthorpe
- Stephen Hawking Outreach – Maddie Outram
- NHS School Nurse service – Debbie Edington.
- Borough advisor for inclusion - Medical Needs Claudine Rausch
- Borough advisor for assistive technologies - Ben Annett

We will also be making referrals to

- NHS OT / Community Paediatrics
- CAMHs
- Early Help Hub
- THEWS
- Behaviour Support Service

We welcome working partnerships with

- SENDIASS
- Parent Advice Centre
- Childrens' Social Care

Local Offer: The London Borough of Tower Hamlets (LBTH) Local Authority (LA) provides a Local Offer of Services to support pupils with Special Educational Needs and Disabilities. Link here:

<https://www.localoffertowerhamlets.co.uk/>

Handling Complaints about SEN provision

Who can I contact if I have any questions or complaints?

- If you're a parent or carer of a pupil at St Agnes your first point of contact is the class teacher. They will be able to discuss any concerns with you and offer early solutions.
- If you're not happy about the level of support your child is receiving, you should speak to the class teacher first to share your concerns. If you feel this needs further support, please contact the SENCO to discuss the issue further. If you still feel that the issue has not been addressed satisfactorily you should contact the Headteacher to make an appointment.
- In the unlikely event that the matter is not resolved, you must put the complaint in writing to the chair of Governors. The Governing body will deal with the matter through the settings complaint and resolution procedures.
- In cases where the matter remains unresolved, the parent carer must have gone through all the above processes, then they can raise this with the Local Authority,

Please contact the SENCO or Inclusion manager for more information

Date agreed by the Governing Body:	Signature of Chair or Vice chair
Date	Signature
Responsibility to review	
SENCO, SEN Governor and Parent Committee	