



Special Educational Needs Information Report

St. Agnes Roman Catholic Primary School 2021-22



SENCo: Brid Mcdaid /SLA SENCO Support TH

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<p>1. About this report</p>	<p>Referenced in law and guidance</p>
<p>The Children and Families Act 2014 says that all maintained schools must publish a Special Educational Needs (SEN) Information Report every year. This report explains how our school meets the needs of children with SEN.</p> <p>In the report, we explain how we meet our duties towards pupils with special educational needs and disabilities.</p> <p>We will keep this report up to date. The Governors will also review this report every year, and will involve pupils and parents. If you want to give us feedback about the report, please contact the school office.</p> <p>Signed.....Chair of Governors Date.....</p>	<p>SEND CoP14 para 6.79 pg 106</p>
<p>2. Who do I contact?</p>	
<p>If you are thinking of applying for a place, contact the school office</p> <p>If your child is already at the school, you should talk to the child's class teacher School phone number: 0208 980 3076</p> <p>The Special Educational Needs Coordinator (SENCO) is responsible for managing and co-ordinating the support for children with special educational needs, including those who have Education Health and</p>	<p>SEND CoP 6.79 bullet 5</p>

Care (EHC) plans. The SENCO also provides professional guidance to school staff and works closely with parents and other services that provide for children in the school.

SENCO B McDaid/TH SLA SENCo Support

3. Which children does the school provide for?

We are a Primary School including a nursery. We admit pupils from age 3 to 11 (3-4 years in the nursery).

We are an inclusive school, providing for all children including those with all types of special educational needs. If you want a place for a child with a statement or Education, Health and Care plan, this can be considered during the annual review process. If you want a place for any other child with special educational needs, you should apply as normal, and your application will be considered in the same way as applications from children without special educational needs.

- St Agnes Local offer: <https://www.localoffertowerhamlets.co.uk/>
- St Agnes Primary School admissions policy Nursery: https://www.st-agnes.towerhamlets.sch.uk/uploads/9/5/1/7/95178630/st_agnes_admissions_policy_nursery_2022-23.pdf
- St Agnes Primary School admissions policy Reception: https://www.st-agnes.towerhamlets.sch.uk/uploads/9/5/1/7/95178630/stagnes_admissions_policy_reception_2022-23.doc.pdf
- St Agnes Primary school SEN policy <https://www.st-agnes.towerhamlets.sch.uk/policies.html>

SEND CoP 6.79 bullet 1

4. Summary of how the school meets the needs of children with SEN and disabilities

At St. Agnes Roman Catholic Primary School we are committed to providing a high quality education for all pupils, including those identified as having SEND needs. All pupils are entitled to a broad and balanced academic and social curriculum which is accessible to them and should be fully included in all aspects of school life. We believe that all children should be equally valued in school and we strive to eliminate prejudice and discrimination and to develop an environment where all children can reach their full potential.

The staff and Governing Body fulfils its statutory duty towards pupils with SEN or disabilities in accordance with the guidance set out in the *Children and Families Act 2014* and the SEN Code of Practice. In particular, the governing body committee are responsible for ensuring that:

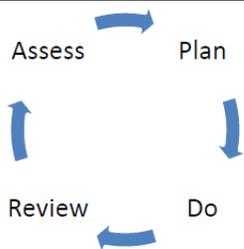
- arrangements are in place in school to support pupils with medical conditions
- an SEND information report is published annually

In addition, our governing body works with the SENCO and Headteacher in determining the strategic development of SEND policy and provision, including establishing a clear picture of the progress made by pupils and the resources available in the school.

The governing body also ensures that the school meets its responsibilities under the *Equality Act 2010* with regard to admissions, reasonable adjustments and access arrangements and publishes information about this annually.

SEND support takes the form of a four part cycle: assess, plan, do and review. The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed on a half termly basis. Pupil progress meeting are used to evaluate the effectiveness of any SEND support provided. This is timed to co-incide with parents' evenings and discussions about expected outcomes from the support including planned next steps.

SEND CoP 6.79 bullet 5



5. How does the school identify children's special educational needs

We aim to identify children's special educational needs (SEN) as early as possible, so that the child achieves the best possible outcomes.

A pupil will be identified with SEND where their learning difficulty or disability calls for special educational provision. That is provision which is different from or additional to that normally available to pupils of the same age.

Children may have one or more broad areas of special educational need:

- **Communication and interaction** – including speech and language difficulties and autism
- **Cognition and learning** – including developmental delay and specific learning difficulties such as dyslexia, dyscalculia and dyspraxia.
- **Social, emotional and mental health difficulties** – including difficulties with behaviour, attention deficit hyperactive disorder, an attachment disorder or anxiety.
- **Sensory and/or physical needs**- including visual and hearing impairment, dyspraxia, cerebral palsy and other physical disabilities or medical conditions which affect a child's learning.

Each pupil's current skills and level of attainment are assessed on entry to the school. From then on, assessments of progress for all pupils is measured at strategic points in the year as well as an ongoing day to day summative assessments. These will seek to identify pupils making less than expected progress given their age and individual circumstances.

Progress may:

- be significantly slower than that of their peers starting from the same baseline.
- fail to match or better the child's previous rate of progress

SEND CoP 6.79 bullet 5

- widen the attainment gap between the child and their peers

High quality teaching will target the pupil's area of weakness. In identifying a child as needing SEND support, the class teacher, working with the SENCO, will carry out a clear analysis of the pupil's needs including the individual's development in comparison to their peers and national data.

We recognise that parents know their children best and listen and understand when parents express concerns about their child's development. We also listen and address any concerns raised by pupils themselves. Where it is decided to provide a pupil with SEND support the decision will be recorded in school records and parents are consulted about the desired long term and short term outcomes.

Difficulties related solely to limitations in English as an additional language are not SEND. Persistent disruptive or withdrawn behaviours do not necessarily mean that a pupil has SEND but they may need additional provision within school.

6. How does the school teach and support children with SEN?

We endeavour to set high expectations for all pupils whatever their prior attainment, using assessment to set targets. We endeavour to deliver high quality teaching that is differentiated and personalised and meets the individual needs of the majority of pupils. Some pupils need educational provision that is additional to or different from this and we use our best endeavours to ensure that such provision is made for those who need it. This may include additional teacher or TA support, provision of appropriate resources or short term tailored interventions. This type of support is regularly evaluated for impact.

The quality of teaching for pupils with SEND, and the progress made by pupils, is a core part of the school's performance management arrangements and its approach to professional development for all teaching and support staff.

SEND CoP 6.79 bullet 7

<p>7. How will the curriculum and learning environment be matched to the child's needs?</p>	
<p>All pupils have access to a broad and balanced curriculum, adapted or made accessible for pupils with SEND. Lessons are planned to address potential areas of difficulty and to remove barriers to pupil achievement through careful differentiation. We take appropriate steps to enable pupils to develop, learn, participate and achieve the best possible outcomes irrespective of whether that is through reasonable adjustments for a disabled child or special provision for a child with SEND. We have high expectations for all and will look at the child's level of achievement and see what support they need to make good progress and reach their potential.</p> <p>Information about the school's curriculum is on the school website</p>	<p>SEND CoP 6.79 bullet 8</p>
<p>8. How are parents and carers involved in reviewing children's progress and planning support?</p>	
<p>We are committed to working in partnership with parents and carers and endeavour to:</p> <ul style="list-style-type: none"> • Have regard to the views, wishes and feelings of parents. • Provide parents with the information and support necessary to enable full participation in decision making. • Support parents in order to facilitate the development of their child to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood. • Provide an opportunity to meet with the parents of pupils at least once a term. • Share provision maps/behaviour plans/additional strategies employed • Enlist the support of external agencies to share their expertise with parents • Pupil voice used in review process • Parents involved in annual review process <p>Provide an annual report for parents on their child's progress.</p> <ul style="list-style-type: none"> • For Children with EHCPs annual reviews take place where targets/provision are reviewed. • Parent Workshops (previous workshops have included Speech and Language acquisition in EYFS, Transition, Sex Education (Y5&Y6), E-Safety, Explanation of the school's maths calculation policy, Phonics, Knife crime 	<p>SEND CoP 6.79 bullet 3</p> <p>SEND CoP 6.79 bullet 5</p>

<p>9. How are children involved in reviewing their progress and planning support?</p>	
<p>We are committed to involving pupils with SEND in decisions about their learning. We will:</p> <ul style="list-style-type: none"> • Have regard to the views, wishes and feelings of pupils, including pupil voice • Provide pupils with the information and support necessary to enable full participation in decision making. • Support pupils to support their development and help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood. 	<p>SEND CoP 6.79 bullet 4 and 6.79 bullet 5</p>
<p>10. How does the school prepare and support children to transfer to a new school/ college or the next stage of education and life?</p>	
<p>The majority of pupils with SEN or disabilities, with the right support, can find work, be supported to live independently, and participate in their community. We encourage these ambitions right from the start. Our SEND support includes planning and preparation for the transitions between phases of education, key stages, year groups and preparation for adult life.</p> <p>We will share the knowledge we have as part of this process. We support pupils so that they are included in social groups and develop friendships. This is particularly important when pupils are transferring from one phase of education to another.</p> <p>Strategies include:</p> <ul style="list-style-type: none"> • Liaison with SENCos in transition meetings • Enhanced transition visits • Opportunities to meet parents • Consideration of flexible provision 	<p>SEND CoP 6.79 bullet 6</p>

<p>11. What training do school staff have?</p>	
<p>The school has a targeted CPD programme which regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes, identifying particular areas of need in the school, reviewing, and improving, teachers’ understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.</p> <p>Where interventions are required, we ensure staff have sufficient skills and knowledge to deliver the intervention effectively.</p> <p>We have a school Speech and Language therapist who provides expert guidance, support and training programmes for teachers and teaching assistants to help ensure the best provision for pupils.</p> <p>When we plan support for a child, we think about the knowledge and skills their teachers and support staff will need. If necessary, we plan training for the staff member or arrange an INSET training day</p> <p>All our class teachers are qualified teachers.</p> <p>Our SENCOs Brid McDaid and the TH SLA SENCo Support have the National Award in Special Educational Needs Co-ordination (Jan 2018) (July 2020)</p> <p>Our teaching assistants have a range of qualifications including the HLTA NVQ Levels 2 and 3 Autism specialist training, maths and English intervention qualifications., mental health training (ongoing), behaviour management.</p>	<p>SEND CoP 6.79 bullet 9</p>
<p>12. How does the school measure how well it teaches and supports children with SEN?</p>	
<p>We regularly and carefully review the quality of teaching for all pupils to make sure no-one under achieves. We look at whether our teaching and programmes of support have made a difference. We use information systems to monitor the progress and development of all pupils. This helps us to develop the use of interventions that are effective and to remove those that are less so.</p>	<p>SEND CoP 6.79 bullet 10</p>

We have a new Provision mapping tracking system to help manage and identify the success of interventions.

We also invite parents to provide feedback at meetings, through attending parent forums and through the Ofsted parent view website. <https://parentview.ofsted.gov.uk/>

EYFS: well below on entry, below national for achieving a good level of development
Phonics by the end of Y2 2018: 28/30 pupils reached Expected. 1 SEN pupil did not reach expected level.

KS1: SEN achieved below expected and below national

KS2: Attainment in KS2 for SEN pupils with EHC Plan and SEN pupils was below others in the school and below all National. However for the last two years progress was above for all. Below is a table for 2018-19

	<i>Attainment</i>			<i>Progress</i>		
<i>7 SEN includes 2 EHCP</i>	<i>Read</i>	<i>Write</i>	<i>Maths</i>	<i>Read</i>	<i>Write</i>	<i>Maths</i>
<i>SEN / EHC Plan</i>	<i>R</i>	<i>43%</i>	<i>50%</i>	<i>5.77</i>		
	<i>W</i>	<i>29%</i>	<i>50%</i>	<i>0.02</i>		
	<i>M</i>	<i>86%</i>	<i>50%</i>		<i>6.13</i>	
<i>SEN</i>		<i>99.9</i>	<i>29%.....</i>	<i>101.7</i>		
<i>Non SEN</i>		<i>106.5</i>	<i>100%</i>	<i>107.3</i>	<i>3.85</i>	<i>2.92 1.59</i>

13. How accessible is the school and how does the school arrange equipment or facilities children need?

Equality

We are committed to eliminating discrimination, promoting equality of opportunity. Pupils with SEND engage in the activities of the school together with those who do not have SEND, and are encouraged

Section 69 Children and Families Act 2014

<p>to participate fully in the life of the school and in any wider community activity. The school works in partnership with the local offer to ensure that pupils with SEND are not treated less favourably.</p> <p>St Agnes accessibility plan: https://www.st-agnes.towerhamlets.sch.uk/uploads/9/5/1/7/95178630/school_accessibility_plan_2019_.pdf</p> <p><u>Tests and Examinations: Access Arrangements</u> For some pupils additional arrangements and adjustments can be made to enable them to fully access a range of tests. This might include additional time, or the use of a scribe, enlarged scripts or different coloured paper. The SENCo/class teacher will inform you about eligibility and applications for these arrangements. Only tests and assessors authorised by the school and recognised by the Department for Education (DfE) can be accepted for access arrangements.</p>	
<p>14. How are children included in activities with other children, including school trips?</p>	
<p>Through careful planning and reasonable adjustments, pupils with SEN engage in the activities of the school together with those who do not have SEN and are encouraged to participate fully in the life of the school and in any wider community activity.</p> <p>We work with parents and pupils to listen to their views, feelings and wishes to ensure pupils with SEN engage fully in the life of the school and in any wider community activity.</p>	<p>SEND CoP 6.79 bullet 11</p>
<p>15. What support is there for children’s overall well-being and their emotional, mental and social development?</p>	
<p>We support the emotional, mental and social development of pupils with SEN and disabilities by providing extra pastoral support such as nurture classes and pupil voice. We support pupils with medical conditions on a day to day basis. Measures are in place to prevent bullying and deal with</p>	<p>SENd CoP 6.79 bullet 12</p> <p>SENd CoP 6.79 bullet 13</p>

difficulties surrounding relationships. We make provision for pupils' spiritual, moral, social and cultural development through the curriculum and the assembly programme. We also have a drama therapist and use social stories to support the children to cope during difficult times and resolve difficult situations. The teaching of PSHE is an integral part of this development.

The school works with other services to support children, e.g. Education Support, Attendance Service, Child and Adolescent Mental Health Services, Early Help services, EPs, SALT, School Nursing Service, Catholic Children's society Play therapist, Phoenix Outreach team (Autism support specialists), Cherrytrees Outreach Team, Visual Impairment Team, Occupational therapy,

Behaviour policy: See on website

St Agnes Safeguarding Policy: See on website

INTERVENTIONS

ACCESS TO LEARNING SUPPORT STAFF

- Across all subjects where necessary
- Increased levels of support in core subjects
- For group work
- For group and individual Occupational Therapy and Physiotherapy programmes as advised by NHS/private health professionals fizzytherapy
- [The Fizzy Training Programme: Guide to using programme](#)
- [Fizzy's Ideas: Home coping strategies](#)
- [Fizzy's Ideas Classroom coping strategies](#)
- **Fizzy's Training Games: Clever hands**

- [Resource](#)

- [Level 1](#)
- [Level 2](#)
- [Level 3](#)
- **Fizzy's Training Games: Body awareness and co-ordination**

- [Level 1](#)

- [Level 2](#)
- [Level 3](#)
- **Fizzy's Training Games: Balance**
- [Level 1](#)
- [Level 2](#)
- [Level 3](#)
- **Fizzy's Training Games: Ball skills**
- [Level 1](#)
- [Level 2](#)
- [Level 3](#)
- English and Maths interventions
- Additional Educational Needs groups x3 – higher adult:child ratios for additional support

STRATEGIES/PROGRAMMES TO SUPPORT SPEECH AND LANGUAGE

- Intensive speech and language support through colourful semantics, signalong, colourful semantics
- Service level agreement (SLA) with independent SALT (Speech and Language Service) in school one day per week to provide support to staff, children and parents
- Speech and Language Therapist advice disseminated to and followed by teaching staff
- Access to trained Speech and Language teaching assistants
- Specific differentiation or modification of resources, use of symbols, signing
- Speech Therapy group work/individual work delivered by support staff following speech therapy advice
- Assessment of language skills through phonics checklist BBC picture set, Development Matters Speaking and listening

STRATEGIES TO SUPPORT/DEVELOP ENGLISH INCLUDING READING

- Early Words
- Talk Partners
- Differentiated ability settings for English

- Reading partners
- Differentiated Guided reading sessions
- Reading books for reluctant readers
- Booster classes
- ELS,
- IDL – software programme to support dyslexia and dyscalculia

STRATEGIES TO SUPPORT/DEVELOP MATHS

- Small group intervention programmes
- Sum Dog Maths intervention Y5 mentor Y2 – Spring Term

STRATEGIES/SUPPORT TO DEVELOP INDEPENDENT LEARNING

- Visual timetables
- Visual cues used as appropriate
- Peer talk partners
- Use of recommended equipment e.g. specific pens, cutlery
- Access to modified equipment and ICT
- Specialised equipment as required on an individual basis to access the curriculum

PASTORAL SUPPORT

- Strategies to support the development of pupils social skills and self esteem
- Trained bereavement counsellors x2

- Circle Time
- Buddy bench
- Weekly transition sessions for Y6 children
- Behaviour Support Plans
- School Council
- Support from Phoenix Outreach Team
- Regular contact with parents/guardians as necessary
- School sanctions and reward system as set out in School Behavior Policy
- Care plans for children with medical needs
- Provision maps for children with SEN
- Access to strategies/programmes to support Occupational Therapy/Physiotherapy needs
- Advice from professionals disseminated and followed
- Use of any recommended equipment
- Access to modified equipment and ICT
- Completion of PEP (Personal Educational Plan) for virtual teacher
- St Giles Trust – workshop for parents, children in Y5 & Y6 and Staff on knife crime
- EHA – early signs of neglect – staff INSET

SUPPORT FOR MEDICAL NEEDS

- Care plans in place for children with medical needs
- Designated School Nurse
- In-school screening for vision and hearing offered to all exception age children

- Obesity checks for Rec and Y6
- Specialist equipment/modified resources as required
- Advice from Visual Impairment Team
- Administration of medicines as appropriate (with consent from parents and in consultation with medical professionals as necessary)
- Visual representation of children with medical needs in staff room
- Relevant Policies in place and shared with staff

PARTNERSHIP WITH EXTERNAL AGENCIES

Educational Psychology Services	Designated Educational Psychologist Katie Skidmore Referrals accepted as required
Speech and Language Service	Independent SALT based in school 1 day a week SLA
Phoenix Outreach Team	Sean Flynn
Sensory Support Service	Lorna Paterson Visual Impairment specialist Hearing Impairment Specialist
Behaviour Support Team	Support Provided following referrals for specific children
Specific Learning Difficulties Team	Support for children with literacy and maths difficulties Training and support for staff as required
Attendance and Welfare Advisor	Stephen Aravena – ½ day a week
CAMHS (Children and Adolescent Mental Health Service)	Referrals accepted as appropriate for children with emotional difficulties
Occupational Therapy Service	Support for children with functional skills difficulties (e.g. toileting, eating, handwriting etc.)
Children's Physiotherapy Service	Support for children as appropriate. Training for staff as necessary
Parents Advice Centre	Manager – Jenny Miller
Youth Inclusion Support Project	Service to help prevent youths from entering the youth justice system. Referrals accepted as appropriate
St Giles Trust	Support via parent and student workshops on knife crime prevention
NSPCC	Support for children on staying safe
Social Care	Referrals made and support offered where appropriate
Virtual Teacher	Previously Christine Sprack – LAC children with PEPs (Personal Educational Plans)

Social Inclusion Panel	A panel seeking to reduce social exclusion. Referrals made to other service via SIP as appropriate EHAs completed
Health Visiting Team	Support to school/parents/carers and children from health visiting services where necessary
School Health Team	Supporting children and parents with children's health needs Designated Nurse
TOWER HAMLETS LOCAL OFFER	www.localoffertowerhamlets.co.uk