



St. Agnes Academy
School Offer for Special Educational Needs and Disability (SEND)
2023-24

The principle aim in our school is to educate individual children to reach their full potential and prepare them to be responsible citizens. St Agnes Academy is an inclusive school and our facilities ensure access for all. Our emphasis is on providing quality experiences leading to quality learning. Our local school offer details the provision that we provide within the school and outlines our determination to meet the needs of all children, including those with additional needs and disabilities. All staff and governors are involved in monitoring and evaluating the provision provided and are collectively responsible for the successful implementation of the offer to ensure success and achievement for all pupils.

Name of the Special Educational Needs/Disabilities Coordinator:

Emma Parris Fitzgibbon (covering Amy Dyer's maternity leave until April 2024)

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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 of quality first teaching with listening to pupils at its heart • Pupil – teacher conferencing • School Council • Pupil conferences with Headteacher colleagues and school governors • Whole school 'learning to learn' focus • Pupil questionnaires 	<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) • Pupils views are an integral part of TAC meetings and SEN reviews

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. • All parents receive notification of their child’s achievement in relation to national expectations. • Annual pupil reports are provided; parents are invited to comment. • Targets and how families can help with their children’s learning are shared with parents. • Parents support on trips and offer extra-curricular activities • Where necessary, parents are given support to access multi-agency support. • School newsletters • News and information on school website • Parent/carers views are obtained through questionnaires. 	<ul style="list-style-type: none"> • Parents are invited to participate in development of children’s IEPs. • 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.

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 National Curriculum • 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 • Termly data tracking and pupil progress meetings identify pupils who need specific interventions. • Assessments including dyslexia screening and language link assessments are used to identify pupils who require interventions. 	<ul style="list-style-type: none"> • Intervention programmes are needs led and planned by curriculum subject leads. • 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)/ Individual Health Care Plans (IHCPs) and/or Communication passports in place for children on RON (Register of Need).

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 adaptive teaching to ensure the progress of all pupils. • 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. 	<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 where appropriate • Assess, plan, do, review cycle of support in place. • Alternative methods of recording accepted. 	<ul style="list-style-type: none"> • 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 • Visual resources (eg. Now and Next boards, visual timetable) • Individual Education Plans (IEPs)/ Individual Health Care Plans (IHCPs) and/or Communication passports in place for children on RON (Register of Need).

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| <ul style="list-style-type: none">• Whole school marking and feedback policy• Higher order questioning used to challenge learners of all levels• Mastery of Maths approach• Specialist PE teachers• Weekly Golden Assembly• Termly values assembly | | |
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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"> • School values 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. • Menu of extra-curricular activities and clubs • Residential visits focus on social learning. • Appropriate resources are available in classrooms to promote independence • 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. • Sensory room 	<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. • Specialised seating • Access to disabled toilet • Specialised equipment e.g. writing slope, pencil grip • Fun fit • Language link, all children within EYFS cohort are screened on entry-any child not achieving certain pass mark within screening are put forwards for small group intervention. • Lego club • Nessy • Super flex, social thinking curriculum

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. • All staff have up-to-date safeguarding 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. 	<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; • Penhaligan’s friends; Pupils with specific medical conditions have an individual health care plan. • Wave project • Trauma informed schools intervention

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. • Staff and visitors wear identification lanyards. • Staff and visitors are required to sign in and out. • No mobile phones are allowed in the school 	<ul style="list-style-type: none"> • Access to specialist equipment resources where appropriate. • Quiet areas are available. • Changing facilities available 	<ul style="list-style-type: none"> • Designated teaching areas are available. • Two disabled parking bays. • Disabled toilet • Lift

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 feeder nurseries prior to entry. • There are very strong links with the receiving secondary school, Richard Lander. Pastoral leads identify pupils who may need extra support. • 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. 	<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 and Communication Passports. 	<ul style="list-style-type: none"> • Where necessary, individualised transition programmes are put in place. • School SENCo visits in Summer Term • Photo books prepared for preschool settings and families to familiarise pupils with changes

9. Pupil progress:

Academic progress is tracked using the 'OTrack' online assessment programme. This is monitored termly. In addition to this, children on the Special Educational Needs register of need have Individual Education Plans that outline short term targets linked to their area of need. These are reviewed termly and progress shared with parents and pupils. For pupils with Education Health Care Plans, annual reviews take place in addition to the termly IEP reviews where outcomes and provision are reviewed with pupil and parents and changes made as necessary.

10. How we know how good our SEN provision is:

We evaluate the effectiveness of provision for pupils with SEN through the monitoring, assessment and review processes outlined above. We liaise closely with parents, pupils and outside agencies throughout the academic year to ensure provision is meeting the needs of the child and family and they are making progress as a result.

11. If you wish to complain:

Please see school's SEND Policy and 'complaints procedures' detailed on the school website.