Our vision for SEND children

We want all SEND children at St Agnes' feel part of the school, enjoy school and have good friends. That they are happy and proud of their achievements, academically, social and emotionally. We will prepare them for the future to do their best and be accepted within the school and wider society, this is built in through our Christian ethos and values.

How do we identify SEND?

Class teacher raises concerns with SENCO. This may be from analysis of tracking data.
Discussion of what has been put in place to support the child and outcomes. Informal discussion with parents.
Group interventions if they have not already been done.
More formal meeting with parents.
Decision taken to continue to support child within group setting in class, or to offer SEND support.
Appropriate provision put in place. Termly meetings with parents. Outside agencies involved where necessary.
Training 'gaps' identified for staff/ parents.
Plan, do, review. Use tracking data and Person Centred Reviews to measure progress and ensure appropriate strategies in place.

Parental engagement

We operate an open door policy and parents are provided with the SENCO email address, so she can be contacted any time. 100% of parents have attended PCR and SEND review meetings this has had a very positive impact on children.
We send a text out of the dates of meetings at the beginning of each term and parents receive an invitation from their child the week before. PCRs are adapted to suit needs of parents, we use A3 paper with SENCO scribing. Children are very involved and often ask when their meeting will be. They enjoy sharing good news.

Training

Staff are proactive in requesting training to meet the needs of the children. SEND staff meetings are termly. In addition, staff have completed Team Teach, Emotional Literacy, Meet and greet, Reflect and Repair, SALT, LEGO and OT training, behaviour support, dyslexia.
The Governor (Sue Gittins) has had SEND training.

Numbers of SEND at St Agnes'

There are 108 on roll, of which 23 children have SEND (including 8 with EHCPs and 2 currently being assessed this term). The figures for each class are:

- Rec - 2 (ASD/ AFRID) 2 EHCP
- Year 1 – 3 (ASD, CLL)
- Year 2 - 3 (CLL,ADHD) 1 EHCP
- Year 3 - 4 – (ASD, SpLD, ADHD) 1 EHCP
- Year 4 – 5 – (ADHD, CLL, S&P)
- Year 5 – 3 (HI, ADHD, SpLD) – 2 EHCP
- Year 6 – 3 – (VI, SpLD, GDD) 2 EHCP

We have 2 submissions for EHCP in process and 1 will be made next academic year.

Lunchtime clubs

2 children are supported at lunchtime.
Year 5 children are lunchtime leaders and work with a teaching assistant to be peer mentors and the children include SEND children.
KS2 children support SEND KS1 children at lunch.

School Census information

Attendance of SEND children – 97.1%
Number of persistently absent SEND pupils - 7
Exclusions of SEND – 0%

Support for SEND children at St Agnes

1:1 or small group adapted curriculum with an experienced adult
Counselling and emotional support, meet and greet
Additional resources such as visual aids, practical equipment.
Use of equipment in maths: numicon, deans, cusinaire, 10 frames.
Scaffolded learning, prompt cards, vocabulary mats.
Daily phonics/ spelling interventions and individual/ group reading.
Talk for writing, stepping stones, small groups support, peer assessment.
After school and lunchtime intervention groups, homework to reinforce learning.
Adaptive teaching techniques, revisiting learning, differentiated work.
Pre learning and over learning teaching techniques.
Dyslexia Gold online learning platform

Breakdown of SEND

13 children have Communication and Interaction difficulties.
8 children have Cognition and Learning difficulties.
5 children have Social, Mental and Emotional Health difficulties.
6 children have Sensory or Physical difficulties.
Most children have more than one need identified.

How do we measure Progression?

All children are tracked termly and SEND children have 3 Person Centred Review meetings per year (one each term). Parents also have Progress Evenings twice a year and a parents' drop in following annual reports.
Some children are tracked on NNs for a different year group. We stick to 1 assessment method to measure progression clearly. Targets are reviewed and set at each PCR and NNs updated. Where targets have not been met, we look at the provision and consider why: asking *what's working/ what's not working.* This in turn raises training needs for staff and sometimes parents.
Progression is recorded on target sheets.

Strengths of SEND Provision

Early identification of children in EYFS.
Speech and language interventions and programmes taught by experienced EYFS and KS1 staff to improve speech and language and communication.
Adaptations of the curriculum for all children with SEND.
Emotional and wellbeing support that enables every child to engage in learning and be confident in school.
Experienced, skilled staff who know the children and identify needs and adaptations to aid progression.
Regular staff training to develop expertise of all teachers
Every child experiences an inclusive curriculum and support is carefully planned for every need.

Aims for 2025 / 26

To close the gap in attainment for SEND pupils and ensure they make good or better progress.
To assess the impact of the Dyslexia Gold intervention for SEN learners.
To revisit policies and procedures for SEN, ensuring all staff (particularly new staff) are familiar with the graduated approach and key areas of need within their class.
To ensure adaptive teaching is impactful for all SEND children and embed the use of PIVATs