



Kernow Learning
Building Excellent Schools Together

SEND Policy

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School or Trust policy:	School

Meeting your communication needs:

We want to ensure that your needs are met. If you would like this information in any other format, please contact us on 01872 552648 or email stagnes@kernowlearning.co.uk

St Agnes Academy SEND Policy 2023

1. INTRODUCTION

St Agnes Academy is committed to providing a welcoming, attractive and stimulating environment to support the needs and develop the learning of the children and families in the community. Every child and family in our community is valued and diversity is celebrated. The school provides a broad and balanced curriculum in a safe, stimulating and caring environment which allows everyone to achieve, develop, learn and grow. At St Agnes Academy we believe that all children must have access to high quality teaching that focusses on inclusive practice and breaks down barriers to learning. Our School adopts a 'whole school approach' to Special Educational Needs and Disabilities (SEND). All staff work to ensure inclusion of all pupils. The school is committed to ensuring that pupils with SEND can fulfil their potential and achieve optimal educational outcomes. Through adaptive teaching, teachers continually assess the strengths and needs of learners and adapt their teaching accordingly to ensure all learners can meet expectations. This policy reflects the requirements of the 2014 Code of Practice including the definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

2. AIMS AND OBJECTIVES OF THIS POLICY

- To ensure the early identification of all pupils requiring SEND support and continued monitoring throughout their school career
- To ensure that the pupil is central to their learning
- To meet individual needs through a wide range of provision, overcoming barriers to learning to ensure curriculum access for all
- To work closely with parents/carers, involving them in all stages of their child's education
- To work with and in support of outside agencies when the pupils' needs cannot be met by the school alone.

3. ADMISSION ARRANGEMENTS

All teachers at St Agnes Academy are teachers of children with Special Educational Needs and Disabilities (SEND). The school operates an equal opportunities policy for children with SEND, who are afforded the same rights as other children. The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without. Please see school's Admissions Policy for more detail.

4. MANAGEMENT OF SEND WITHIN SCHOOL

The governing body has delegated the responsibility for the day-to-day implementation of the policy to the SENDCo who has Qualified Teacher Status and has completed the National Qualification for SEND Coordination. All school staff have a responsibility for pupils with SEND in their class, to ensure Quality First Teaching to meet their needs. Staff are aware of their responsibilities towards pupils with SEND, whether or not pupils have an Education, Health and Care Plan, (EHCP). A positive and sensitive attitude is shown towards all pupils by adults in school. Staff responsibilities are identified in individual job descriptions and Code of Conduct.



The SENDCo is responsible for:

- overseeing the day-to-day operation of this policy
- coordinating provision for children with SEND
- liaising with and advising teachers
- managing learning support assistants
- overseeing the records on all children with SEND
- liaising with parents of children with SEND (in conjunction with class teachers)
- contributing to the in-service training of staff
- liaising with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies
- reporting to the governor with responsibility for SEND

5. IDENTIFICATION

St Agnes Academy believes that pupils' needs should be identified and supported as early as possible. A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they: a) have a significantly greater difficulty in learning than the majority of others of the same age; b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them. There are four areas of need as stated in the SEND Code of Practice, 2014: · Communication and Interaction · Cognition and Learning · Social Emotional and Mental Health difficulties · Sensory and/or Physical

6. The process for identifying children with SEND is as follows;

- a) Any pupils who are falling significantly outside of the range of expected academic achievement will be alerted to the SENDCo by the class teacher
- b) The SENDCo will become involved through observations, meetings with the parents and regular discussions with the class teacher. Support and advice will be given by the SENDCo and/or outside agencies such as the school's link Educational Psychologist. Parents/carers will always be consulted and consent gained before the school speaks to an outside agency about their child.
- c) Once a pupil has been identified as possibly having SEND they will be added to the SENDCo's cause for concern section within the SEND register of need. They will be closely monitored for up to two terms in order to gauge their level of learning and possible difficulties.
- d) Through (b) and (c) it can be determined which level of provision the child will need going forward. If it has been identified that the child has a SEND they may be placed on the SEND



register of need . If it is determined that the child's learning need is well catered for through the class teachers quality first teaching, they will be removed from the SEND register of need. Parents will be informed if their child is placed on the SEND register of need and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school. Referral for an Education, Health and Care Plan if a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need, or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources is required.

7. CURRICULUM ACCESS AND PROVISION

The School Curriculum will be made available for all pupils. The School will make provision for pupils with SEND to match the nature of their individual needs and the class teacher and SENDCO will keep regular records of the pupils' Special Education Needs, the action taken and the outcomes. There will be flexible groupings of pupils so that learning needs may be met in individual, small group or whole class contexts. Teaching styles and flexible groups will reflect this approach. Schemes of work for pupils, within classes and year groups, will reflect whole school approaches to teaching and learning and will take account of special education needs.

8. COMMUNICATION PASSPORTS AND ACTION PLANS

All pupils on our SEN support section of the SEND register of need have a Communication Passport and an Individual Education Plan (IEP). For pupils with an Education Health Care Plan (EHCP), provision will meet the recommendations on the plan. The IEP will be created through discussion with the pupil and parents/carers, the SENDCo and the class teacher. The IEP will be reviewed at least once a term with input from the child, teacher and parent. EHCPs are reviewed in detail with parents, teachers and child every 12 months during an annual review meeting to which outside agencies also contribute to and attend. The IEP follows the 'assess, plan, do, review' cycle, identifying the area of learning the pupil is struggling with, planning specific short term targets and detailing the additional support/ strategies that must be in place. The communication passport is written by the class teacher, the pupil and the parents. It identifies the pupils' strengths and challenges and details the support strategies that help the pupil to be successful in school. This document is updated at least once a year as part of the transition process as the child moves to the next year group.

9. WORKING TOGETHER

Pupils

St Agnes Academy endeavours to fully involve all pupils in their learning by encouraging them to;

- state their views about their education and learning
- identify their own needs (self-assessment and self-evaluation, Assessment for Learning)

10. PARENTS

The School will actively seek the involvement of parents in the education of their children. It is recognised that the support and encouragement of parents is often the crucial factor in achieving success. Communications between the parents/carers and the SENDCo will be consistently maintained through a minimum of once termly review meetings for pupils with EHCPs. For



children on the register of SEN support communication will typically come from class teacher, supported by the SENCO. This will often be part of the class teacher parent/carer consultations that take place in the Autumn, Spring and Summer term.

As mentioned in point 3 of this policy (identification), parents will be fully consulted before the involvement of LA support agencies and will be invited to attend any formal review meetings at all stages.

11. OUTSIDE AGENCIES

The school works collaboratively with specialised support agencies such as Educational Psychology, Speech and Language, Occupational Health and Behaviour teams in order to seek the best advice and support for the pupils within the school. St Agnes Academy also has close links with its surrounding feeder nurseries and the secondary schools in the area. Liaison is maintained with these establishments, particularly with regard to transitions to and from St Agnes Academy. Links are also maintained with schools within the Kernow Learning Multi Academy Trust.

12. ARRANGEMENTS FOR THE TREATMENT OF COMPLAINTS

The procedure for managing complaints is: For parents to meet with the SENCO (Amy Dyer) in the first instance and if they are not satisfied, to meet with the Head Teacher – Mrs Jess Mills. If parents are still not satisfied, the Academy's complaints procedure is available on the school's website.

SENDCO: Mrs Dyer

Named governor for SEND: John Shears

Head Teacher: Mrs Jess Mills



