

Special Educational Needs Coffee Morning



The family of St Agnes loves, learns and grows together
as followers of Jesus.

Aims:

- ▶ To understand Special Educational Needs

To do this we will cover:

- ▶ What is SEN?
- ▶ What are the four areas of need?
- ▶ What is St. Agnes' graduated approach to SEND?
- ▶ Quality First Teaching
- ▶ What provision is made for SEND at St. Agnes'?
- ▶ Assess, Plan, Do, Review
- ▶ High Expectations

- ▶ St Agnes' is a mainstream inclusive school, which ensures that all pupils achieve their potential; personally, socially, emotionally and academically in all areas of the curriculum, regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational need.



What is SEN?

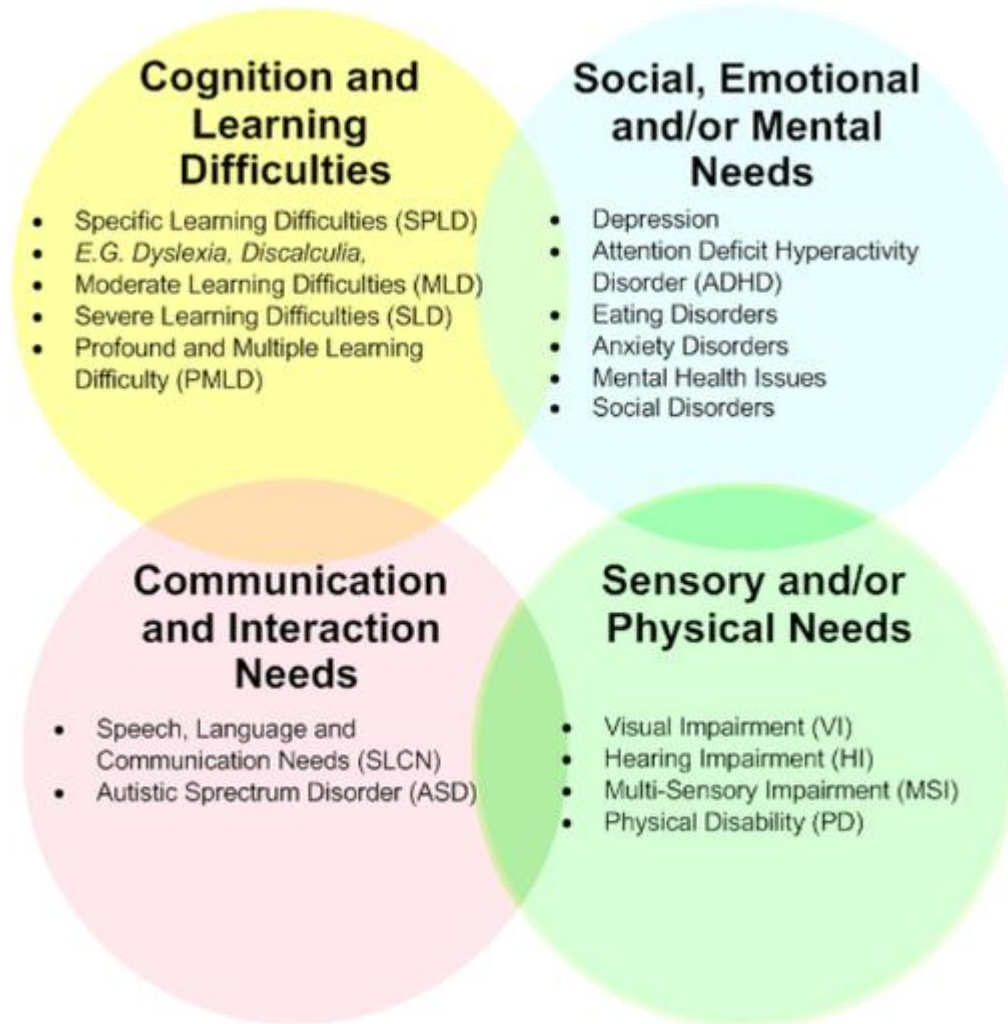
A child has SEN if they have a learning difficulty or disability which calls for **special educational provision** to be made for him or her.

A child of compulsory school age has a learning difficulty or disability if he or she:

- *Has a **significantly greater difficulty in learning** than the majority of others of the same age or,*
- *Has a **disability** which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools*

Special educational provision is educational or training provision that **is additional to or different from** that made generally for other children or young people of the same age by mainstream schools.

What are the 4 areas of need?



Four categories of need

1. Communication and Interaction

These children have difficulty interacting with others. It may be because they have difficulty speaking, understanding what is being said or that they do not understand the social rules of communication. Children with Autistic Spectrum Disorder are likely to have problems with social interaction and have difficulties with language, communication and imagination.



2. Cognition and learning

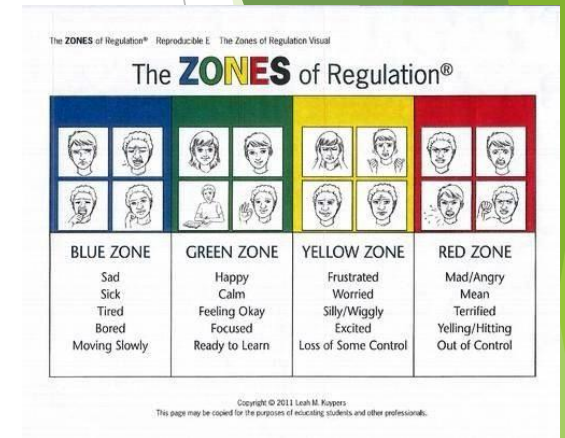
These are children who learn at a slower rate than their peers even with differentiation. This covers Moderate Learning Difficulties, Severe Learning Difficulties (support required in all areas of curriculum and associated difficulties with mobility and communication) and Profound and Multiple Learning Difficulties (severe and complex learning difficulties as well as physical or sensory impairment). Specific Learning Difficulties also is covered in this area this is children who have a specific need which affects one or more specific aspects of learning such as dyslexia*, dyscalculia and dyspraxia.

**Barnet Education Psychologists will not provide a dyslexia diagnosis. Instead it is more useful to focus on the presenting difficulties and provide strategies to support these.*



3. Social, emotional and mental health

These are children who may be withdrawn or isolated, display challenging, disruptive or disturbing behaviour. These behaviours may indicate underlying mental health difficulties. Children with ADHD, ADD or attachment disorders fit into this category.



4. Sensory and/or physical needs

This area covers Visual Impairments, Hearing Impairments, Multi-sensory Impairments which require specialist support and equipment. It also covers children who have a physical disability.



How do we identify pupils with SEN?

- ▶ Some children arrive at St. Agnes' with identified SEND, in which case the SEND Team (Special Educational Needs & Disability) will liaise with the previous setting to ensure there is a smooth transition and continuity of provision.
- ▶ Where pupil's **progress is significantly slower than that of their peers**, or **fails to match their previous rate of progress**, despite high quality teaching targeted at specific areas of difficulty, it may be that the child has SEND.

Information will be gathered, including seeking the views of parents and the pupil, as well as from teachers and assessments. There can be many reasons for learners 'falling behind.' These may include absences, attending lots of different schools, difficulties with speaking English, or worries that distract them from their learning. The school understands that children who experience these barriers to learning are vulnerable. This does not mean that all vulnerable learners have SEN.

- ▶ **Only those with a learning difficulty that requires special education provision will be identified as having SEN**

What is St Agnes' graduated approach to SEND?

- ▶ **Wave 1: Universal** Initially, children receive inclusive quality first teaching for all, which may include the provision of differentiated classwork. Some children at this level may be on our concern list as we are carefully tracking and reviewing their progress.
- ▶ **Wave 2: Targeted** If concerns continue or increase, then children may receive additional, time-limited and targeted interventions to accelerate their progress to help them work at age-related expectations.
- ▶ **Wave 3: Specialist** If there are still concerns, children will receive highly personalised interventions to accelerate their progress and enable them to achieve their potential, with the possibility of outside agency support. At this point there would be considerations of SEN

Quality First Teaching:

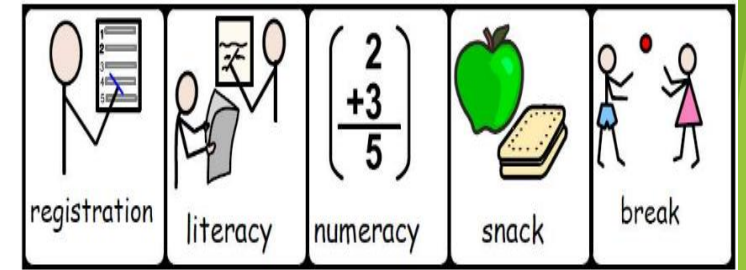
- ▶ Whole Class Visual Timetable,
- ▶ Visual learning resources,
- ▶ Simple language,
- ▶ Wait time,
- ▶ Targeted questions/instructions,
- ▶ Personalised learning – targeted activities,
- ▶ Short oral instructions repeated/clarified /further explanation,
- ▶ Communication Friendly Environment,
- ▶ Words of the Week (W.O.W)
- ▶ Peer support, Group work support – guided writing /talk write discussions,



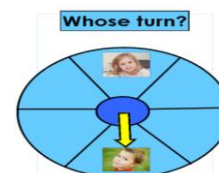
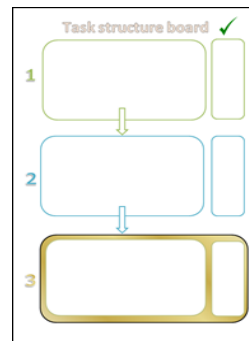
- ▶ Multi-sensory activities,
- ▶ Sensory Smart Classrooms,
- ▶ Sensory differences in the child
- ▶ Personalizing activities,
- ▶ Adaptations,
- ▶ Teacher assistant in class support,
- ▶ 1:1 TA guidance/support during task,
- ▶ Pre-teaching prior to teaching input,
- ▶ Frequent breaks offered/sensory circuits/movement breaks,
- ▶ Child given processing time before answering,
- ▶ Rewards linked to behaviour/emotional development, Key vocabulary input,
- ▶ Explicitly teach emotions
- ▶ Identify safe, calm, low arousal spaces
- ▶ Extended input,
- ▶ Activities for parent/carer to support at home



What targeted or specialist support is available?



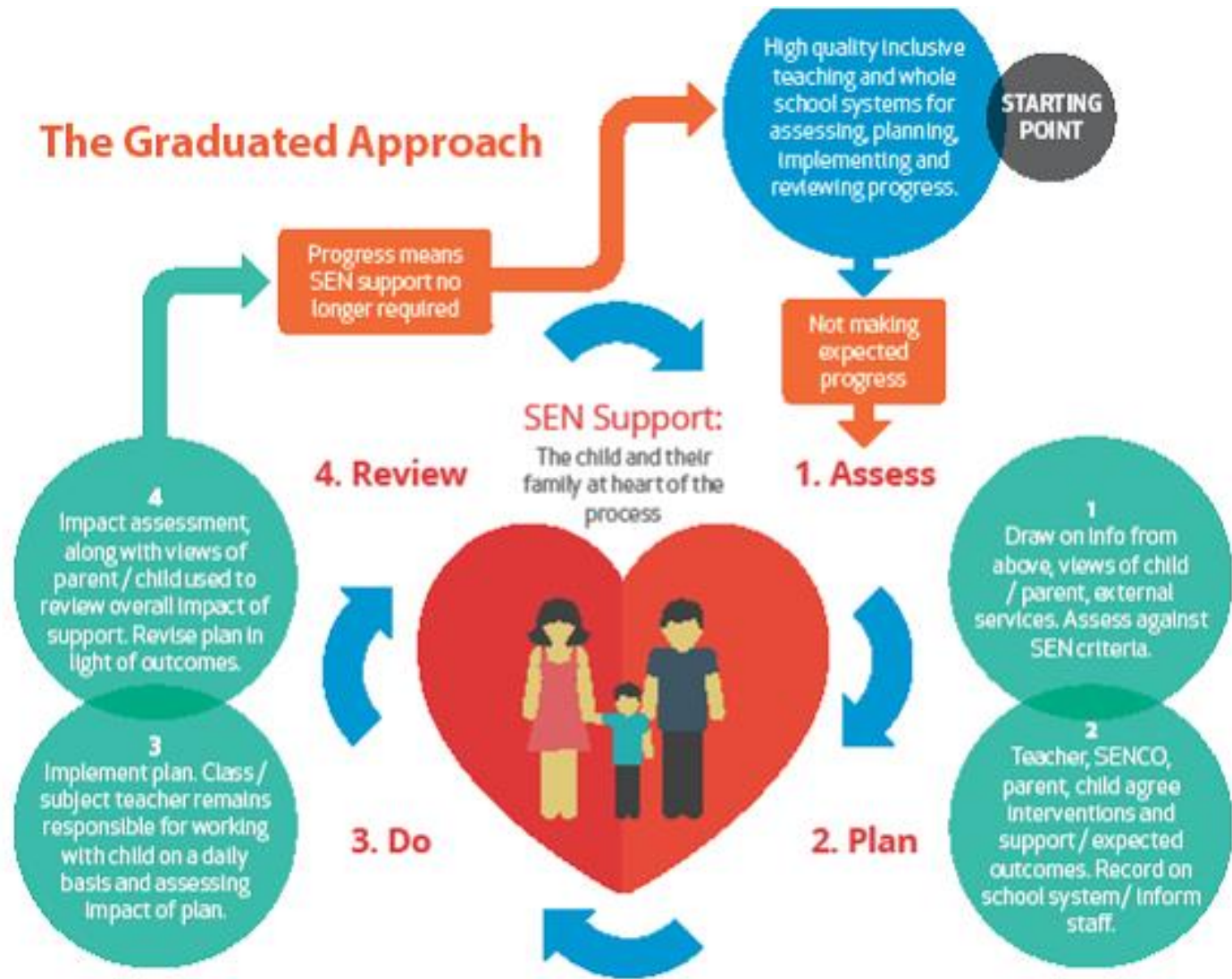
- ▶ The targeted /specialist support is related to the individual chd's need
- ▶ This can be in small groups or individualised
- ▶ Support from outside agencies when necessary.
- ▶ Specialist staff in school: a SEND team, School Counsellor, Teaching assistant and SEN teacher.



Assess, Plan, Do, Review:

- ▶ **Assess** – this involves taking into consideration all the information from discussions with parents or carers, the child, class teacher and assessments.
- ▶ **Plan** – this stage identifies the barriers to the learning, intended outcomes and details what additional support will be provided to overcome the barriers. Decisions will be recorded on a Learning Support plan and will form the basis for termly review meetings held as part of parent/teacher consultations.
- ▶ **Do** – providing the support – extra assistance for the learning or learning aids as set out in the plan.
- ▶ **Review** – measuring the impact of the support provided and considering whether changes and reasonable adaptations to that support need to be made. All of those involved – child, parents or carer and teacher contribute to this review. This stage then informs the next cycle, if necessary. Meetings with teachers and TAs are held regularly and termly Pupil Progress meetings with the Headteacher and SENCo. Meetings with outside agencies e.g. TACs (Team Around the Child) OT, EP, SLT, Physio or Advisory Teachers if required.
- ▶ This additional support, ‘intervention’ will be tailored to meet the child’s needs and will target the area of difficulty. This support may be provided in the classroom or in a small group with learners with similar needs or on a 1:1 basis. These are usually run by a our support staff.

The Graduated Approach



Support plans and EHCPs

- ▶ If a child has SEND that requires additional to and different from provision they will have a **SNS – Special Needs Support Plan** which captures the Assess, Plan, Do, Review process

This a document that describes you child's strengths and difficulties and sets personalised targets with strategies for them to achieve

- ▶ **EHCP – Education Health Care Plan**

If a special educational provision currently being made from the setting's own resources is not enabling the child or young person to make progress that is expected for him or her, following purposeful interventions over time then a request can be made for the assessment of EHCP. There has to be evidence of number of APDR (Assess, Plan, Do, Review) cycles. This process takes 20week seeking advice from outside agencies to prove that the need and provision is significantly more than ordinarily available.

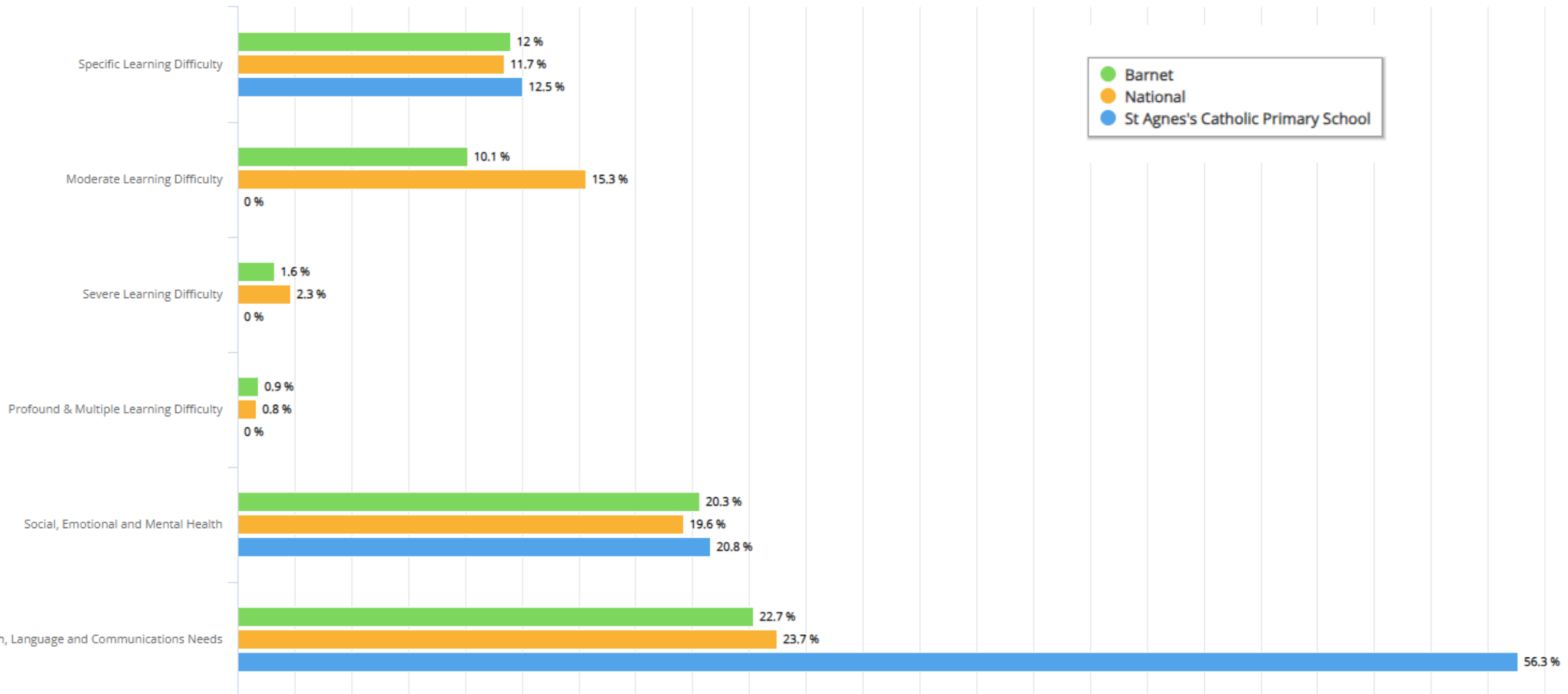
What to do if you have a concern?

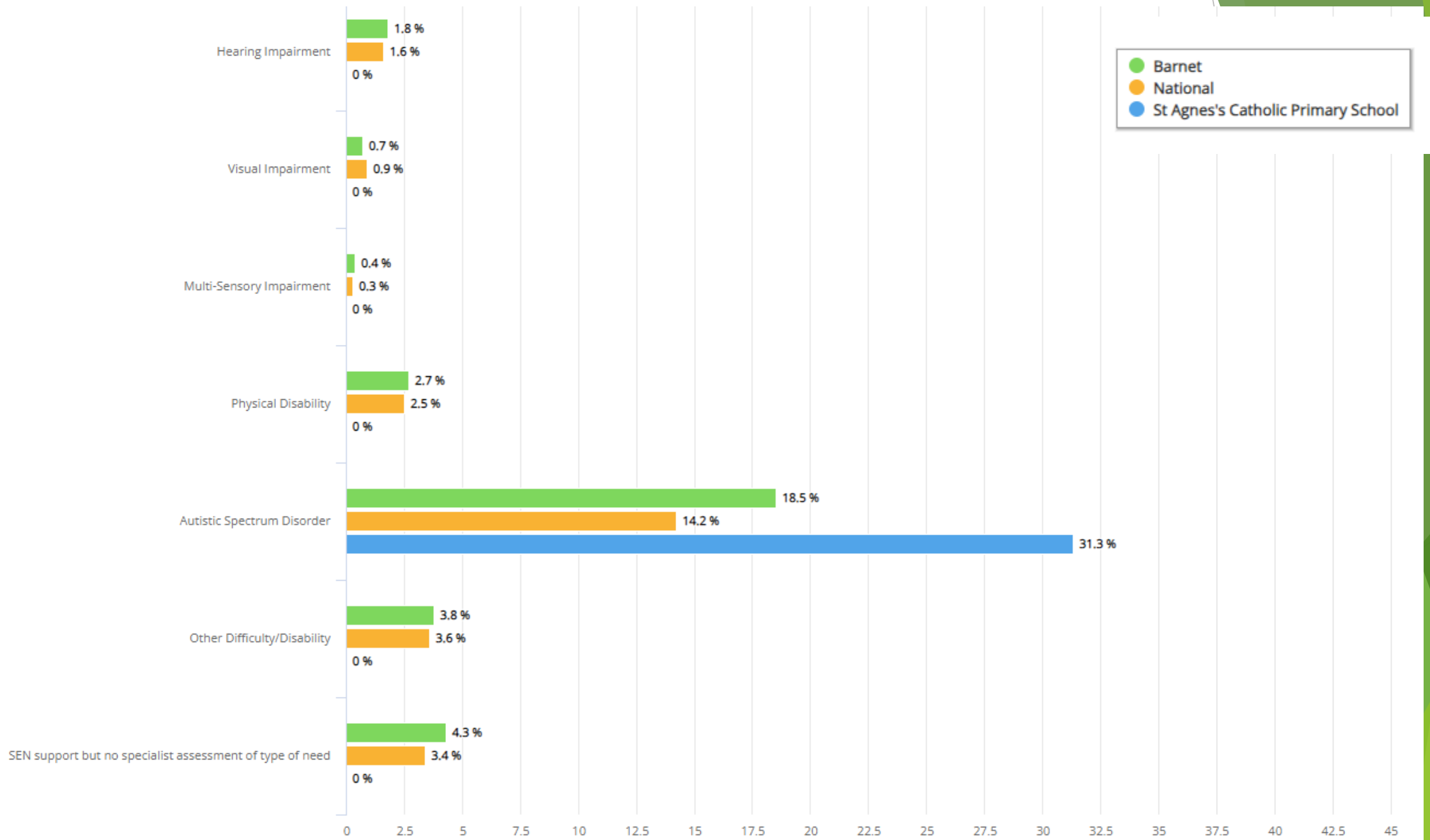
- ▶ If parents raise concern over their child, they should initially discuss these with the classteacher.
- ▶ If the classteacher shares these concerns following the wave 1 and wave 2 approach (as outlined above), then they will complete an initial concern form and discuss these with the SENCo who may observe the child, provide advice, use assessment tools or consider referral to an outside professional.

SEND Team at St Agnes

- ▶ Mrs Hourihan
- ▶ Mrs Breslin
- ▶ Mrs Hartshorn

Profile of our school





High Expectations for children with SEND

High aspirations and expectations for children and young people with SEN

'All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential.

This should enable them to:

- ▶ achieve their best
- ▶ become confident individuals living fulfilling lives, and
- ▶ make a successful transition into adulthood, whether into employment, further or higher education or training'

(SEND Code of Practice 6.1 p.92)

St. Agnes' website for Further information

SEND POLICY

SEND INFORMATION REPORT

LOCAL OFFER

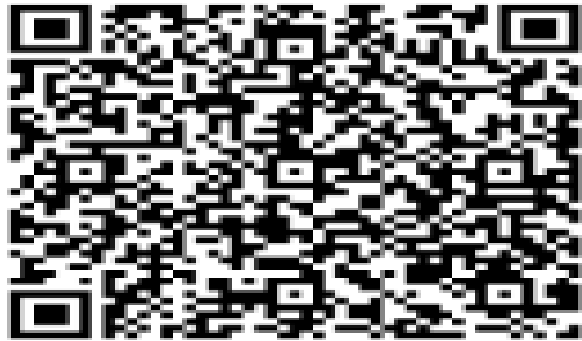
SUPPORTING CHILDREN WITH MEDICAL CONDITIONS

ACCESSIBILITY PLAN

Feedback:

- ▶ What future workshops / coffee mornings would you be interested in?

RATE YOUR EXPERIENCE



1. Open the camera app on your mobile device
2. Point device at the QR Code
3. Click on the pop-up link
4. Complete questionnaire

Questions...

