



Name of SENDCo: Bethany Lynes

Dedicated time weekly: Wednesdays

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Name of SEN Governor: Jenny Tovey

School Offer link:

http://gwinear.eschools.co.uk/website/special_education_needs_and_disability/164737

Whole School Approach to Teaching and Learning:

- ✓ High Quality Teaching and Learning – All teachers are responsible for the learning and progress of every child in their class, including those with SEN. Quality teaching is underpinned with high expectations of all children. Offering a topic based, flexible and targeted approach to differentiation, grouping and collaboration.
- ✓ An inclusive and personalised approach to enable all learners, including those with SEN, to engage with all aspects of school life. Our curriculum is broad and balanced and highly individualised to meeting the needs of all pupils. Our consistent model of learning provides consistency for pupils from one year to another.
- ✓ Refer to Teaching and Learning Policy.

Our Graduated Response for Learners:

- ✓ Continual monitoring of the quality of teaching
- ✓ Early Identification, using 'on alert' to closely track the progress of children/young people that require support to catch up by ongoing teacher's assessment, recorded progress of interventions.
- ✓ Identification of children/young people requiring SEN Support and initiation of "assess, plan, do, review" cycle. Using Individual provision maps, multi-agency reports and informal observations. All pupils on the Record of Need have an Individual Provision/Education Plan (IEP). Pupil's targets are addressed through specific teaching within the classroom by support staff or the class teacher. Alternatively, targets may be addressed through intervention with support staff, as directed by class teachers or during 1:1 tuition if the pupil is in receipt of pupil premium funding.
- ✓ Consideration of application for Education, Health and Care Plan.
- ✓ All children/young people identified as requiring SEN Support, or with an Education, Health and Care Plan (or statement) are on our Record of Need.

How we identify children/young people that need additional or different provision:

- ✓ Class teacher refers to SENDCo – when pupils are not making progress within a differentiated curriculum provision or when pupil attainment fails to meet age related expectations and continues to do so.



- ✓ Ongoing curriculum assessments
- ✓ Tracking progress using data.
- ✓ Assessments – SEMH, dyslexia screening and phonological awareness.
- ✓ Online assessment systems, including 'Boxall'.
- ✓ Further assessments by specialists, including those from external agencies.

We take a holistic approach by all aspects of a child's development and well-being. Our pastoral support arrangements for supporting the emotional and social development of all children/young people, including those with SEN, is set out in our School Offer. Our measures to prevent bullying can be seen in our Anti-bullying policy.

How we listen to the views of children/young people and their parents:

<u>What</u>	<u>Who</u>	<u>When</u>
Informal Discussions	Teachers, support staff and SENCo	As required or at least termly
Parents' Evenings	Teacher, Child and parent	Once a term
Home-School Book	Support Staff and Teachers	As required
Assess, Plan, Do, Review meetings. (IEP review meetings)	Teacher, Parent, Child and SENCO	At least once a term. Half termly when necessary
Open door policy	All staff and parents/carers	As required
Parent / Child Questionnaire	Parent, Child, Teachers	At least annually
Pupil school council	Child, Teachers, support staff	Every 2 weeks
Verbal feedback Responding to 'wow' and 'now'	Child, Teacher and support staff	As required
Open Afternoons and Class Outcomes – Giving parents the opportunity to get involved within school	Child, Parent, Teacher and support staff	Once a term

The Assess, Plan, Do, Review Cycle:

For children/young people on our Record of Need, an Assess, Plan, Do, Review cycle will be established by the class teacher and SENCO in partnership with the child/young person. Please see our SEN Policy for further details.



This year, provision made for children/young people on our Record of Need has been:

- ✓ Communication and Interaction – Speech and Language interventions
- ✓ Cognition and Learning – Small group interventions/ 1:1 intervention.
- ✓ Social, Emotional and Mental Health – Educational psychologist visits, Circle Time, Outdoor learning opportunities, 'Golden Hour' activities, Thinking Zones, Small group interventions.
- ✓ Sensory and/or Physical Needs – Wake and Shake, 'Brain breaks' (Short burst sensory breaks), Breakfast club, Quiet Corner, Pencil grips, sensory resources e.g. carpet spots, squeeze balls.

During the 2018/2019 academic year, we had 15 Children/young people receiving SEN Support and 2 children/young people with Education, Health and Care Plans or Statements of Educational Need.

We monitor the quality of this provision by:

- Annual reviews
- Half termly analysis of data
- Lesson observations
- Meetings and performance managements reviews with the teachers and support staff
- Intervention observations/ monitoring of interventions
- Pupil conferencing
- Parent consultations / IEP review meetings with class teacher, pupils and parents/carers
- Liaison with specialists.
- Feedback from interventions between staff members.
- SEN walks around the school
- Pupil progress meetings
- Book scrutiny

We measure the impact of this provision by:

- Reviewing the impact of interventions – observations, analysis of data tracking, meetings.
- Attainment reviews
- Progress within the national curriculum or progress towards individual provision map targets.
- Monitoring pupil well-being. i.e. pupil surveys, Leuven Scale, Thrive.



Support Staff Deployment:

Support staff are deployed in a number of roles:

- ✓ 1:1 support
- ✓ Small group support and interventions
- ✓ Nurture groups
- ✓ Outdoor learning
- ✓ Medical support
- ✓ Playtime and lunchtime support
- ✓ PPA and supply cover
- ✓ Running interventions
- ✓ After school clubs and Breakfast clubs
- ✓ Voluntary
- ✓ Leadership roles – healthy eating, school council, PE, reading/library.

We monitor the quality and impact of this support by:

- Annual reviews
- Lesson observations
- SEN walks around the school
- Pupil progress meetings
- Book scrutiny
- TA meetings
- Performance management
- Review of interventions

Distribution of Funds for SEN:

This year, the budget for SEN and Inclusion was £18k

This was allocated in the following ways:

- ✓ Support staff and small group interventions
- ✓ 1:1 hours - adult for children with EHC
- ✓ 1:1 maths/literacy tuition with qualified teacher
- ✓ External Services (See School Offer)
- ✓ Teaching and Learning resources
- ✓ Staff training
- ✓ Outdoor learning mentor



Continuing Development of Staff Skills:

<u>Area of Knowledge/Skill</u>	<u>Staff Member</u>	<u>Training Received</u>
Diabetes training	Emma Shaw	24.09.18
Maths Hub (S Proctor)	Lee Gardiner, Emma Shaw	20.09.18
Phonics 1 st (Dandelion)	Kerry Austin, Hannah Eustice	31.10.18
Science PSQM	Kerry Austin	08.10.18
EYFS briefing	Rebecca Barber	16.10.18
ICT with Mr P – innovative use of ICT to enrich literacy	Rose Haddy, Kerry Austin	02.11.18
Target setting - interventions	All teaching staff	07.11.18
Safe Guarding Tier 2 (Helen Trelease)	All staff	14.11.18
SENCo network	Bethany Lynes	05.12.18
Storytelling and talking	Teaching Staff	15.01.19
Sugar Smart	All staff	23.01.19
Prevent	All staff	06.02.19
EYFS moderation	Bethany Lynes, Rebecca Barber	13.03.19
Social and Emotional Well-being	All staff	05.04.19
Allergen training	Angie Sicolo	17.05.19

We monitor the impact of this training by:

- Whole Staff meetings
- Lesson Observations
- Performance Management
- Pupil progress
- Staff training evaluation form

Partnerships with other schools and how we manage transitions:

We work with a number of schools in the area in the following ways:

- ✓ Cluster meetings.



- ✓ Penwith Education Trust partnership, combining training opportunities and extracurricular clubs.
- ✓ Transition afternoons and days, between classes, as well as with local nurseries and secondary schools.
- ✓ Meetings, workshops and information sharing with local secondary schools.
- ✓ Transition
- ✓ Meetings with local nursery – sharing information to ease transition.
- ✓ Invitations to whole school events throughout the year.

This year, 0 EAL children/young people requiring SEN Support came to us from other schools and nurseries, with 0 children/young people with Education, Health and Care Plans or Statements of Special Educational Need. 0 child/young person on our Record of Need in 2018/19 will make a successful move to a local secondary school.

We ensure that the transition from Nursery to Reception is smooth by summer term transition afternoons, home visits and links with the local nursery, including trips with the Reception class and shared information between practitioners.

We support the transition from Reception to Year 1 by having mixed aged classes, moving up days and continuation of learning through play.

We help children to make the move from year 2 to 3 by having mixed aged classes and moving up transition days.

The transition from year 6 to secondary school is supported through both workshops and transition days to the local secondary school, as well as visits from local secondary schools. Annual sharing of information regarding SEND and safeguarding matters.

For children/young people with SEN, we also facilitate additional transition days.

Parents are included in this process through termly meetings, attending transition afternoons.

Ongoing development and securing specialist expertise:

We work hard to ensure that any areas of support for our learners that can be improved are identified and that strategies are put in place to make those improvements. We do this through our School Development Plan, which includes our SEN Development/Action Plan. This can be found at https://gwinear.eschools.co.uk/website/school_improvement_plan_2018-2019/382237.

As a Trust School, we work closely with the Local Authority to provide a range of external agencies. Including the Educational Psychology, Dyslexia Team and Cornwall Music therapist. We have also worked alongside NHS agencies, such as Speech and Language, CAMHS (Child and Adolescent Mental Health), Diabetes and Epipen training and Child therapists, as well as teams from Social care, Child in Care and family support workers.



Our complaints procedure:

Anyone wishing to make a complaint with regard to SEN support and provision should in the first instance speak to the SENDCo (Mrs Lynes). If you have further concerns, please see our complaints policy and follow the procedure.

This year we received 0 complaints with regard to SEN support and provision.

Other relevant information and documents:

The Designated Safeguarding Lead in our school is: Lee Gardiner

The Designated Children in Care person in our school is: Lee Gardiner

The Local Authority's Offer can be found at www.cornwallfisdirectory.org.uk

Our Accessibility Plan can be found on our website at
http://gwinear.eschools.co.uk/website/accessibility_/256326

The School Development plan can be found on our website

Our SEN Policy and School Offer (our contribution to the Local Offer) can be accessed via the links on our website

https://gwinear.eschools.co.uk/website/special_education_needs_and_disability/164737

Details about our curriculum, including how it is made accessible to children/young people with SEN, can be viewed from the link on our website

http://gwinear.eschools.co.uk/website/policies_1/163105

Our SEN Policy, School Offer and Information Report have been written in accordance with the Disability Discrimination Act 1995, the Equality Act 2010 and the Children and Families Act 2014.

The Governing Body approved this SEN Information Report on October 2019.