

KESKOWETHYANS MAT

Special Educational Needs and Disabilities [SEND] Report 2017-18

The KESKOWETHYANS MAT comprises four small rural primary schools, Coverack, Grade-Ruan C of E, Manaccan and St Keverne, all of whom have an inclusive ethos.

1. HOW DO THE INDIVIDUAL SCHOOLS KNOW IF CHILDREN NEED EXTRA HELP?

Across the KESKOWETHYANS MAT, children are identified as having SEND (Special Educational Needs and Disabilities) through a variety of ways, usually a combination, which may include some of the following:

- Liaison with previous school or pre-school setting
- Child performing below 'age expected' levels or equivalent
- Concerns raised by a parent
- Concerns raised by a teacher: for example, if behaviour or self esteem is affecting performance
- Liaison/referral to the Early Help Hub e.g. for a physical/ sensory issue, speech and language
- Use of tools for standardised assessment such as DEST (Dyslexia Early Screening Test)
- Children with an EHCP (Education Health and Care Plan) already have many of their needs clearly identified. Their placement at our schools is a decision made by the Local Authority.

2. HOW DO I RAISE CONCERNS IF I NEED TO?

Talk to us – contact your child's class teacher about your concerns initially. If you feel that you would like to speak to a senior member of staff, ask to arrange an appointment with the SENDCo (Special Educational Needs and Disabilities Co-ordinator) or the Headteacher.

3. HOW WILL THE SCHOOL SUPPORT MY CHILD?

3a - WHO WILL OVERSEE, PLAN AND WORK WITH MY CHILD AND HOW OFTEN?

- The class teacher will oversee, plan and work with each child with SEND in their class to ensure appropriate progress is made in every area
- Our SENDCo will oversee the progress of any child identified as having SEND
- There may be a TA (Teaching Assistant) working with your child either individually or as part of a group.

The content of this support will be explained to parents when support begins, as part of a child's bespoke programme of learning, which is reviewed and updated termly.

3b - WHO WILL EXPLAIN THIS TO ME?

- The class teacher will meet with you formally in order to discuss your child's progress and the support they are receiving
- Class teachers are always happy to discuss your child's needs if you have questions or concerns between more formal meetings. Please speak to them directly to arrange this
- An appointment can be made with the SENDCo to discuss support in more detail if required.
- IEPs (Individual Education Plans) will be shared with you and your child (age appropriate)

4. WHAT SUPPORT WILL THERE BE FOR MY CHILD'S OVERALL WELL BEING?

4a - WHAT IS THE PASTORAL, MEDICAL AND SOCIAL SUPPORT AVAILABLE IN THE SCHOOL?

- We are inclusive schools which consider a child's emotional and social development as priorities
- The class teacher has overall responsibility for the pastoral and social care of every child in their class
- Any additional staff working with vulnerable children requiring support during the school day, will work under the daily direction of the class teacher and will be included in any discussions with the SENDCo.

4b - HOW DOES THE SCHOOL MANAGE THE ADMINISTRATION OF MEDICINES?

- The school has a policy regarding the administration and managing of medicines, which is available on the policy page of the school website. Parents can request a 'hard copy' of this policy from the school office

4c - WHAT SUPPORT IS THERE FOR BEHAVIOUR, AVOIDING EXCLUSION AND INCREASING ATTENDANCE?

- The school has adopted Behaviour and Exclusion policies which are available on the school website.
- If a child has significant behavioural needs, an Individual Behaviour Management Plan (IBMP) is drawn up to identify the specific issues. Relevant support is put in place and targets are set with a view to identifying and addressing the underlying reasons behind the behaviour.
- Further advice and support may be sought via liaison or a referral to the Early Help Hub.
- The schools have an Attendance Policy and the attendance of every child is monitored on a daily basis. Late arrival and absence are recorded and reported to the Headteacher who will intervene if attendance becomes a concern. Various incentive schemes are used to promote positive attendance throughout the schools, including the presentation of certificates.

4d - HOW WILL MY CHILD BE ABLE TO CONTRIBUTE THEIR VIEWS?

- Children who have IEPs or IBMPs discuss their progress and targets when these are reviewed (age appropriate)
- If your child has an EHCP, their views will be sought before any review meetings (as is age appropriate)

- Children are routinely asked to reflect on their learning and share how they feel they are progressing during the course of their daily learning journey

5. HOW ACCESSIBLE IS THE SCHOOL ENVIRONMENT?

- Our schools have an Accessibility Policy/Plan
- All areas of the school are accessible, with support, by wheelchair.
- Accessible toilet facilities are also available
- If any parents have specific access queries or concerns please speak with us.

6. HOW WILL THE CURRICULUM BE DIFFERENTIATED TO MATCH MY CHILD'S NEEDS?

- The long term curriculum plans are available to parents on the school websites, alongside ideas for how parents can support their child's learning outside of school
- All learning activities within class are planned and differentiated at an appropriate level, so that all children are able to access learning according to their specific needs. Typically, this might mean that in a lesson there would be many different levels of work set for the class, however on occasions this might be individually differentiated
- The class teacher, alongside the SENDCo and any other external agencies involved, will discuss a child's needs and the type of support that would be most appropriate and effective.
- Children with SEND will have access to the appropriate resources needed in order to help them make progress e.g coloured overlays, a laptop, visual timetable
- The SENDCo reports to the Curriculum Committee and Directors regularly to inform them about the progress of children with SEND and how resources are being used. Information provided will never name individual children in order to maintain confidentiality at all times
- The Director responsible for SEND also meets regularly with the SENDCo.

6b - HOW WILL WE KNOW IF THIS HAS HAD AN IMPACT?

- By regularly assessing and reviewing to ensure that the child is making progress academically against national age-related expected levels and that any gap between them and their peers is narrowing
- By reviewing children's targets in IEPs and ensuring that they are being met
- Through verbal feedback from the child, the parent and teacher to build a wider picture
- Through children moving off the SEN Register when they have made sufficient progress – parents will always be informed of this.

7. HOW WILL I KNOW HOW MY CHILD IS DOING AND HOW WILL YOU HELP ME TO SUPPORT MY CHILD'S LEARNING? WHAT OPPORTUNITIES WILL THERE BE FOR ME TO DISCUSS MY CHILD'S PROGRESS?

- You are welcome to make an appointment to meet with either the class teacher or SENDCo at any time throughout the year and discuss how your child is getting on. We can offer advice and practical ways you can help support your child at home
- Your child may have an Individual Education Plan that will have individual targets. This is reviewed each term with input from the class teacher, the child and parents. Parents are provided with a copy. When the child's IEP is reviewed, comments are made against each target to show what progress the child has made
- If your child has complex SEND they may have an EHCP. In such instances a formal meeting, usually including an educational psychologist and representatives from other external agencies, will take place to discuss your child's progress and a report will be written at least annually.

8. HOW DOES THE SCHOOL KNOW HOW WELL MY CHILD IS DOING?

- As a school we track and analyse childrens' progress in learning on a termly basis against national age-related expectations
- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a MAT, we track children's' progress from entry at Year R through to Year 6, using a variety of different methods. Please ask the school if you require any further details
- Pupil Progress Meetings are held each term between each class teacher and the Headteacher. In these meetings, a discussion takes place concerning children who are not making expected progress and possible future actions are discussed
- Where specific needs are apparent, the school has a range of assessments which can be used to explore a child's strengths and difficulties in more depth, for example DEST and various standardised assessments.

9. HOW WILL MY CHILD BE INCLUDED IN ACTIVITIES OUTSIDE THE CLASSROOM, INCLUDING SCHOOL TRIPS?

- All children are included in all aspects of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful and may discuss this in advance with parents. It might be appropriate for a parent/carer to accompany a child on a school trip, depending upon the child's individual needs
- A Risk Assessment is carried out prior to any off site activity to ensure everyone's health and safety will not be compromised.
- A variety of after school clubs are provided throughout the year across all four schools. We aim for these to be as inclusive as possible and may provide additional staff to achieve this. Each child's needs will be considered on an individual basis.

10. HOW WILL THE SCHOOL PREPARE AND SUPPORT MY CHILD WHEN JOINING THE SCHOOL OR TRANSFERRING TO A NEW SCHOOL?

- We encourage all new children and their parents to visit the school prior to starting
- For children starting in Reception, we hold a meeting for parents in addition to planning a series of visits in order to help children, parents and staff get to know each other
- Teachers will visit previous educational settings/homes where it is felt there is a need
- We liaise closely with the staff when receiving and transferring children to and from different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood
- Transition between year groups and key stages within the school will be dealt with as part of our annual programme of transition and handover to the next class teacher
- At any point where a child with SEND is preparing to leave our school, we would seek to arrange additional visits for the child in question to support smooth transition. Many secondary schools also run programmes specifically tailored to aid transition for more vulnerable pupils at the end of the primary stage of education.

11. WHAT SPECIALIST SERVICES AND EXPERTISE ARE AVAILABLE AT OR ACCESSED BY THE SCHOOL?

- Within the four schools we have a culture of sharing good practise and expertise; this enables us to ensure our staff have as much knowledge as possible within the field of supporting children with SEND
- The environment is designed to support children with individual needs e.g. visual timetables, individual workstations etc as required
- As a group of schools we work closely with any external agencies that we feel are relevant to supporting individual pupil needs within our schools including: Health Services including: GPs, school nurse, CAMHS (Child and Adolescent Mental Health Service), Autism Spectrum Team, clinical psychologist, paediatricians, speech and language therapists, occupational and physiotherapists; Children's Services including: Early Help locality teams, social workers; family support workers, educational psychologists and specialist advisory teachers.

12. WHAT TRAINING HAVE THE STAFF SUPPORTING CHILDREN WITH SEND HAD OR ARE CURRENTLY HAVING?

- We look to ensure that we have a variety of skills among our staff, in order to enable us to support children in the best possible way
- During 2107-18 one of our teachers will qualify as a THRIVE practitioner and all teachers and teaching assistants will attend THRIVE training.
- Our SENDCo is currently studying for the National SENDCo qualification
- Teachers and teaching assistants have recently attended emotional coaching training which was delivered by our educational psychologist.

- The MAT also operates an internal training programme for support staff, facilitated by the Headteacher.
- Teaching staff attend relevant Local Authority training, or similar, as appropriate.
- Opportunities to collaboration with other schools and settings to observe/hear of good practice in relation to SEND are also sought eg. teachers recently attended a training session with a SENDCo from an Alternative Provision Academy and a group intend to visit Curnow School later in the year.

13. WHO CAN I CONTACT FOR FURTHER INFORMATION?

- Please speak to the class teacher in the first instance
- General information relating to SEND can be found on the school website, including within the SEND policy/statement. This can be found on the policy page of the school website
- Further information is available from the SENDCo, Headteacher or, in exceptional circumstances, the SEND Director.
- The school has a complaints policy, which is available on the policy page of the school website

14. WHO SHOULD I CONTACT IF I AM CONSIDERING WHETHER MY CHILD SHOULD JOIN THE SCHOOL?

Please contact the secretary at the school for further information and to arrange a meeting with the head teacher, in the first instance.

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