



## SEN Information Report May 2019

Name of SENDCo: Nell Ruscombe King/Lisa Newberry

Dedicated time weekly: Half a day across 3 schools

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School Offer link: <http://www.cornwallfisdirectory.org.uk>

### **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.
- ✓ An inclusive, differentiated and personalised approach to enable all learners, including those with SEN, to engage with all aspects of school life.
- ✓ Refer to Non Negotiables

### **Our Graduated Response for Learners:**

- ✓ Continual monitoring of the quality of teaching
- ✓ Identifying and tracking the progress of children/young people that require support to catch up by discussion at our fortnightly staff meeting re children who are a concern
- ✓ Identification of children/young people requiring SEN Support and initiating of “assess, plan, do, review” cycle.
- ✓ 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 SENCO
- ✓ Ongoing curriculum assessments
- ✓ Tracking progress using data
- ✓ 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:**

| <b><u>What</u></b>                | <b><u>Who</u></b>                  | <b><u>When</u></b>        |
|-----------------------------------|------------------------------------|---------------------------|
| Informal Discussions              | Class Teachers, Headteacher        | Weekly as and when needed |
| Parents Evenings                  | Class Teachers                     | Once termly               |
| Home-School Book                  | Class Teachers                     | Daily as and when needed  |
| Assess, Plan, Do, Review meetings | Class Teachers, SENCo, Headteacher | Half termly staff meeting |



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### **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 half termly meetings in partnership with the child/young person, their parents and the class teacher. 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 – SALT, Draw & Talk
- ✓ Cognition and Learning – RWi small group intervention
- ✓ Social, Emotional and Mental Health – Draw & Talk, Bishop's Forum Adventure, Behaviour Support worker 1:1 & 'Thrive'
- ✓ Sensory and/or Physical Needs – Sensory intervention

During the 2018/2019 academic year, we have 16 Children/young people receiving SEN Support and 0 children/young people with Education, Health and Care Plans or Statements of Educational Need.

We monitor the quality of this provision by measuring the progress of children's learning against national age related expectations and the progress they make. All staff are deployed to carry out extra provision are trained for the role. Half termly all teaching staff meet to discuss provision on offer.

We measure the impact of this provision by tracking children and measuring impact.

### **Support Staff Deployment:**

Support staff are deployed in a number of roles:

- ✓ 1:1 Interventions
- ✓ Small Focus Group

### **Distribution of Funds for SEN:**

This year, the budget for SEN and Inclusion allocated in the following ways:

- ✓ Support staff
- ✓ External Services (See School Offer)
- ✓ Teaching and Learning resources
- ✓ Staff training



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### Continuing Development of Staff Skills:

| <u>Area of Knowledge/Skill</u> | <u>Staff Member</u>                          | <u>Training Received</u>                            |
|--------------------------------|--|---|
| Sensory                        | Tamsyn Kelly                                 | Thrive/TIS Approach                                 |
|                                | Demelza Harman/ Lisa Newberry,               | Strategies to support pupils with ASD-Andrew Mercer |
| Physical                       | Lisa Newberry/Demelza Harman                 | Team Teach  |
| Emotional wellbeing            | Aly Elliot, Emma Shainberg and Lisa Newberry | Draw & Talk   |

Groups of Staff have also developed their knowledge of autism by discussing key factors with the EP, Andrew Mercer (ASD Adviser) and through staff meetings.

We monitor the impact of this training by tracking the progress of relevant children and through learning walks.

### Partnerships with other schools and how we manage transitions:

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

- ✓ Discussions and contact with SENCos via MAT network meetings
- ✓ Visits to other schools prior to transition
- ✓ Link with local schools regularly through physical education.

We ensure that the transition from Nursery to Reception is smooth by inviting our new intake to take part in transition days during the Summer term. Class teachers also liaise with local nurseries.

We support the transition from each year group through mixed aged year groups and team teaching i.e. sharing classes so pupils know all adults.

The transition from year 6 to secondary school is supported through regular visits to their new school throughout the year. All children attend the transition days. We encourage heads of year 7 to visit the children in their primary setting. Discussions between class teacher and the Head of year 7 take place.

For children/young people with SEN, we also keep up to date with outside support available and ensure we contact as and when needed.



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Parents are included in this process through the termly meetings and may be contacted more often if required.

### **Ongoing development:**

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. This can be found on the web-site.

### **Our complaints procedure:**

Anyone wishing to make a complaint with regard to SEN support and provision should see our complaints procedure on the school website.

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

### **Other relevant information and documents:**

The Designated Safeguarding Lead in our school is Demelza Harman

The Designated Children in Care person in our school is Lisa Newberry

The Local Authority's Offer can be found at [www.cornwallfisdirectory.org.uk](http://www.cornwallfisdirectory.org.uk)

Our Accessibility Plan can be found on our website [www.st-keverne.cornwall.sch.co.uk](http://www.st-keverne.cornwall.sch.co.uk) – Information Tab

The School Development Plan can be found on the web-site.

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

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 [www.st-keverne.cornwall.sch.uk](http://www.st-keverne.cornwall.sch.uk) – Information Tab

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.