



# St Stephen Churchtown Academy

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School Offer link: <http://www.ststephenchurchtown.org.uk/website/SEND/167212>

## **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 SEND.
- ✓ An inclusive, differentiated and personalised approach to enable all learners, including those with SEND, to engage with all aspects of school life.
- ✓ Refer to Teaching and Learning Policy.

## **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 monitoring their progress.
- ✓ Identification of children/young people requiring SEND Support and initiation of “assess, plan, do, review” cycle.
- ✓ Consideration of application for Education, Health and Care Plan.
- ✓ Referring to the SEND Flowchart all children identified as requiring closer monitoring and short term interventions to close the gap are placed On Alert. These children are reviewed regularly and for no more than 2 cycles of Assess, Plan, Do, Review. If continuing support after 2 cycles of Assess, Plan, Do Review is required they are progressed to SEND support.
- ✓ All children/young people identified as requiring SEND Support, or with an Education, Health and Care Plan are on our Record of Need.

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

- ✓ Class teacher refers to SENDCo – criteria (SEND Flow Chart)
- ✓ 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 SEND, is set out in our School Offer. Our measures to prevent bullying can be seen in our Anti-bullying policy.



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

<u>What</u>	<u>Who</u>	<u>When</u>
Informal Discussions	<b>Class teachers, Support staff and SENDCo.</b>	<b>As and when needed or requested.</b>
Parents' Open Events	<b>Class teachers and SENDCo</b>	<b>Twice a year.</b>
Home-School Book	<b>Parents/Carers and classroom staff.</b>	<b>Daily as agreed between parent/carer and class teacher.</b>
Assess, Plan, Do, Review meetings - Learning Passport meetings	<b>Parents/Carers, Class Teachers and SENDCo.</b>	<b>Termly</b>
Parent meetings to discuss needs and progress.	<b>SENDCo and parent/carer</b>	<b>Termly or as needs arise.</b>

## 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 SENDCo in partnership with the child/young person, their parents and the class teacher. Please see our SEND Policy for further details.

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

✓ **Communication and Interaction:**

- THRIVE intervention 1:1 sessions and group sessions to develop their social skills, addressing emotional developmental needs which builds resilience and resourcefulness
- Opportunities to develop communication skills in school productions and class performances.
- Speech and Language Therapy 1:1 delivering the care plan from the Speech Therapist.
- The use of visual prompts such as visual timetables, now and next boards and traffic light cards.
- Alternative ways of recording learning- for instance the use of iPad apps, video, audio scribing and photos.
- Good practice in teaching, for example the use of clear unambiguous language, asking children to repeat back instructions, task management boards, reward systems.
- RWInc spelling implemented across Key Stage Two.
- The formation of a School Council with the opportunity for everyone to run for election.
- Clubs including: Netball, Cross country, Football, Indoor boules, Gymnastics, Athletics
- Circle of friends.
- Lifeskills
- Funfit
- Lego Therapy
- NELI



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## ✓ **Cognition and Learning:**

- Fisher Family Trust - reading intervention
- TA support for children who need extra support with their learning
- Dyslexia screening
- Precision teaching
- Rapid phonics intervention across whole school
- Nessy

## ✓ **Social, Emotional and Mental Health:**

- Draw and Talk intervention
- Circle of friends
- A trusted adult to act as a support for children needing emotional support - Mentoring
- Personalised timetable
- THRIVE
- CLEAR
- JIGSAW
- Dreadnoughts
- Lifeskills
- Whitegold
- Lego Therapy

## ✓ **Sensory and/or Physical Needs:**

- Funfit
- Sensory sessions focused around specific guidance from Occupational Health professionals
- Access to sensory objects such as stress relievers, chew toys, wobble cushions and heavy muscle work opportunities.
- Regular physical breaks for children who need a break in between lessons.
- Horse riding (Riding for the disabled)
- Access to sensory tent
- Hydrotherapy

We monitor the quality of this provision by meeting regularly with the parents, discussing issues or needs as they arise, liaising with class teachers and support staff, monitoring interventions and planning regular training updates across the school. An Aspire SEND reform group is working on improving and sharing good practice in SEND. We use the Aspire Charter Mark to assess and monitor our provision and set future targets. Network meetings are attended to network and share good practice across the local area.

We measure the impact of this provision by looking at data from Rising Stars termly assessments and teacher assessments, talking to children and parents and assessments from outside agencies such as Speech and Language.



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## Support Staff Deployment:

Support staff are deployed in a number of roles:

- Delivering small group/ 1-1 intervention
- Liaising with parents and meeting and greeting
- Running clubs
- Lunchtime supervision
- Supporting learning in class
- Supporting individual children or groups in class
- Pastoral support throughout the day

We monitor the quality and impact of this support by giving them opportunities to develop their training, having different roles for them in different classes, moving them around each year to give them wider experiences, opportunities to liaise with other schools, discussing issues and strengths with them, informal discussions and talking to children.

## Distribution of Funds for SEND:

This was allocated in the following ways:

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

<u>Area of Knowledge/Skill</u>	<u>Staff Member</u>	<u>Training Received</u>
<b>Dyslexia Champion</b>	<b>Mrs Ellis</b>  <b>Mrs Havenhand</b>	<b>Dyslexia Champion</b> <b>Phonological awareness</b> <b>Memory awareness training</b> <b>DST What Next?</b> <b>Dyslexia Champion</b> <b>Phonological awareness DST training</b> <b>Memory awareness training</b> <b>Spelling awareness training</b>
<b>Autism Champion</b>	<b>Alison Motherwell</b>	<b>Autism Champion</b>
<b>Precision Teaching</b>	<b>Mrs Smith</b>	<b>Precision Teaching training</b>
<b>Draw and Talk</b>	<b>Mrs Geach</b> <b>Miss Motherwell</b> <b>Mrs Lawry</b>	<b>Draw and Talk training</b>
<b>First Aid Paediatric</b>	<b>Miss Motherwell</b> <b>Mrs Hancock</b>	<b>Paediatric First aid</b>



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	<b>Mrs Menhinnitt</b> <b>Mrs Burnett</b> <b>Mrs Amos</b> <b>Miss Case</b> <b>Mrs Geach</b> <b>Mrs K Ellis</b> <b>Mrs J Ellis</b> <b>Mrs Lyne</b> <b>Mrs Andrews</b> <b>Mrs Ridpath</b> <b>Mrs Andrews</b> <b>Mrs Burnett</b> <b>Miss Coad</b> <b>Miss Bayley</b> <b>Mrs Hibberd</b> <b>Ms Pethick</b> <b>Mr Pinder</b> <b>Mrs Wright</b> <b>Mrs Walker</b> <b>Mrs Booth</b> <b>Mrs Hawken</b>	
<b>First Aid</b>	<b>Mrs Carter</b> <b>Mrs Jago</b> <b>Mrs LeMasurier</b> <b>Mrs Lawry</b> <b>Mrs Odgers</b> <b>Mrs Wevill</b>	<b>Emergency</b>
<b>First Aid</b>	<b>Mrs Beard</b> <b>Mrs Beckerlegg</b> <b>Mrs Booth</b> <b>Miss Eustace</b> <b>Mrs Faulds</b> <b>Mrs Gibbs</b> <b>Mrs Hawken</b> <b>Miss James</b> <b>Mrs Knight</b> <b>Mrs Lawther</b> <b>Mrs Lodwick</b> <b>Mrs Maclean</b> <b>Mr Pinder</b> <b>Mrs Smith</b> <b>Mr Welch</b> <b>Mrs Whitford</b>	<b>Basic Training</b>
<b>Team Teach</b>	<b>Mrs Geach</b> <b>Mrs Menhinnitt</b> <b>Mrs K Ellis</b> <b>Miss Motherwell</b>	<b>Team Teach</b>



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	<b>Mrs Carter</b> <b>Mrs Havenhand</b> <b>Miss Bayley</b> <b>Mrs Andrews</b>	
<b>Health and well being</b>	<b>Mrs Lawther</b> <b>Mrs Lyne</b> <b>Mrs Chown</b>	<b>Health and Well Being Champion</b>
<b>Safeguarding</b>	<b>All staff</b>	<b>Tier 2</b>
<b>Safeguarding</b>	<b>Mr Welch</b> <b>Mrs Smith</b> <b>Miss James</b>	<b>Tier 3</b>
<b>Mini Bus driver</b>	<b>Mrs Ridpath</b> <b>Mrs Menhinnitt</b>	
<b>FGM</b>	<b>All staff</b>	<b>On-line</b>
<b>PREVENT</b>	<b>All staff</b>	<b>On-line</b>
<b>Dyscalculia</b>		
<b>THRIVE/TIS</b>	<b>Mrs Geach</b> <b>Mrs Menhinnitt</b> <b>Miss Bayley</b> <b>Mrs Chown</b>	<b>Power play training</b> <b>10 day Thrive practitioner course</b> <b>2 day TIS Conversion</b>
<b>Lead Professional and Early Support</b>	<b>Mrs Geach</b> <b>Mrs Chown</b>	<b>Lead Professional and Early Support training</b>
<b>Epilepsy</b>	<b>Mrs Knight</b> <b>Mrs Geach</b> <b>Miss Eustace</b> <b>Mrs Gibbs</b> <b>Miss Lyne</b> <b>Mrs Pethick</b> <b>Mrs Amos</b> <b>Miss Bayley</b> <b>Mrs Hibberd</b> <b>Mrs Lawry</b> <b>Mrs Jago</b> <b>Mrs George</b>	<b>Epilepsy training</b>
<b>Manual Handling</b>	<b>Mrs Amos</b> <b>Mrs Hancock</b> <b>Mrs Hibberd</b> <b>Mrs Pethick</b> <b>Miss Bayley</b> <b>Mrs Wevill</b> <b>Mrs Burnett</b> <b>Mrs Lyne</b>	<b>Manual Handling</b>
<b>Diabetes</b>	<b>Mrs Pethick</b> <b>Miss Eustace</b> <b>Mrs Havenhand</b> <b>Mrs Ellis</b> <b>Mrs Wilton</b> <b>Mrs Havenhand</b>	<b>Diabetic</b>



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<b>NELI - Early Oracy Project</b>	<b>Mrs Burnett</b>	<b>20 Week programme</b>
<b>FFT</b>	<b>Mrs Havenhand</b>	<b>FFT Training</b>
<b>Speech and Language</b>	<b>Mrs Whitford</b>	<b>Elklan Training</b>
<b>Rapid Phonics</b>	<b>Mrs Whitford</b>	<b>Rapid Phonics Training</b>

We monitor the impact of this training by liaising with staff to see how they feel the training has impacted on their practise and through learning walks. Performance Management Meetings held between support staff and Senior Leaders.

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

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

- Heads of Schools meetings
- SEND network meetings
- Transition to secondary school: planned transitions, regular communication with them, opportunity to attend summer activities, SENDCO meetings, coffee mornings.
- Attendance at TAC meetings with external nurseries
- Academy trips, camps and sporting events
- Moderation meetings
- Learning walks in other schools
- Aspire monitoring days

We ensure that the transition from Nursery to Reception is smooth by having regular discussions between all staff. Children have the opportunity to work alongside pupils in the Reception class prior to entering and work on learning based projects together in the summer term. Additionally, all through the year Nursery pupil and parents have regular opportunities to participate in learning using school facilities e.g. the hall for PE, Library for Parents and Child.

Parents have opportunities to look around the school before the child is due to attend and transition days are planned into the school calendar culminating in a coffee morning with all staff connected with Reception pupils where parents have the opportunity to meet all Early Years teachers, SENDCo and Parent Support Advisor as well as external agencies such as the school nurse.

We support the transition between classes and teachers by planned transition days, regular opportunities for children to speak to other members of staff in school through clubs, assemblies, playground duty and when moving around the corridor. Extra transition times planned if necessary.

The transition from year 6 to secondary school is supported through planned transition days, visits from the secondary school to our school, SENDCo support in the Autumn term by visiting the secondary school. Transition day for SENDCo to share SEND with the Secondary Schools.

For children/young people with SEND, we also inform the school about individual children's needs, plan extra opportunities for more visits or more transition days if needed, create a Transition book to help the child to understand their new setting.



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Parents are included in this process through voicing any concerns they might have, supporting them in the application process and how to refute given school placements.

Parents are also invited to attend a transition coffee morning where the key staff from Brannel School attend to introduce themselves and answer any questions parents may have.

## **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 Aspire Charter Mark and Action Plan.

An Aspire SEND reform group meets throughout the year to discuss and make changes to SEND provision to ensure that it is constantly being assessed and refreshed if needed.

## **Our complaints procedure:**

Anyone wishing to make a complaint with regard to SEND support and provision should contact the Head Teacher Mr Simon Welch.

This year we receive 0 complaints with regard to SEND support and provision.

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

The Designated Safeguarding Lead in our school is Mr Welch.

The Designated Children in Care person in our school is Mr Welch.

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

Our Accessibility Plan is available on the school website.

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

Details about our curriculum, including how it is made accessible to children/young people with SEND, can be viewed from the link on our website <http://www.st-stephen-churchtown.cornwall.sch.uk/website>

Our SEND 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.