

## SEND Information Report – 2017-18

Name of SENDCO: Maria Barnes (Dedicated time weekly: 1.5 hrs)

Contact email: mbarnes@fowey.sch.org

Contact Phone Number: 01726 832542

Name of SEND Governor: Kay Taylor

Our Local Offer link: [https://www.fowey-ji.cornwall.sch.uk/website/special\\_educational\\_needs\\_and\\_disabilities\\_send/77232](https://www.fowey-ji.cornwall.sch.uk/website/special_educational_needs_and_disabilities_send/77232)

### 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 SEN, to engage with all aspects of school life.

### Our Graduated Response for Learners:

- Continual monitoring of the quality of teaching
- Identification of individuals who require support to catch up; addressing their short-term barriers to learning; monitoring and tracking their progress
- Identification of children whose needs are additional and different and who require SEN Support; placement on the School's Record of Need; initiation of "assess, plan, do, review" cycle.
- Where appropriate assessments by external agencies
- 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 (EHCP) are on our Record of Need.

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

- Initial concerns raised and addressed through normal classroom practice (by parent or teacher)
- Class teacher refers concerns to SENDCO
- Ongoing curriculum assessments
- Information gathered when children transfer schools
- Termly tracking progress using data
- Further assessments by SENDCO and, where appropriate, by external agencies e.g. SALT/Educational Psychologist

We take a holistic approach by considering 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 Local Offer. Our measures to prevent bullying can be seen in our Anti-bullying policy. Our measures to keep all children, including children with SEND, safe are outlined in our Safeguarding Policy.

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

What	Who	When
Informal Discussions	All pupils	Daily
Parents' Evenings/Reports	All pupils/parents	Termly
Home-School Book	All pupils	Daily
Assess, Plan, Do, Review meetings	Pupils on School Record of Need	Half Termly
Team Around the Child/Family Meetings	Individual pupils	When scheduled (usually Termly)
School Council	Representatives from all classes	Termly
Questionnaires	All parents, pupils, teachers	Annually
Parents' Voice Group	Class parents representatives	Termly

### **The Assess, Plan, Do, Review Cycle:**

For children on our Record of Need, an Assess, Plan, Do, Review cycle will be established by the SENDCO in partnership with the child, their parents and the class teacher. Please see our SEND Policy for further details. This year, provisions made for children on our Record of Need has included:

#### Communication and Interaction:

- Speech and Language 1:1 and/or small Group Intervention
- Social Stories
- Makaton
- PECs and Visual support
- Augmented Communication Aids

#### Cognition and Learning:

- Focus group Interventions in all areas of Literacy and Numeracy
- Targeted Additional Adult Support
- Pre-Learning
- Precision Teaching
- Visual Learning
- Readers
- Scribes
- KS2 SATs Access Arrangements
- Provision of additional learning resources such as coloured overlays, pencil grips, dyslexia friendly exercise books (tinted paper)

#### Social, Emotional and Mental Health:

- 1:1 with Learning Mentor
- Social/Emotional Skills individual and small group sessions
- Buddies
- Emotional Wellbeing intervention (TIS)
- Referral to external agencies
- Funding external counselling

#### Sensory and/or Physical Needs:

- Individual Laptop for recording
- Fine Motor Control Intervention (Top to Toe)
- Specialised equipment
- Personalised Sensory Diet
- Sensory aids e.g. chews, fidgets
- Individual sensory breaks supported by an Adult
- Fun Fit
- 1:1 physiotherapy and OT programmes

During the 2017/2018 academic year, 18 (10.4%) children were on the School Record of Need. This comprised of 15 children receiving SEN Support and 3 children with Education, Health and Care Plans.

We monitored the quality of this provision by:

- Observations
- Book & Planning Scrutiny
- Pupil Conferencing; Learning Walks
- Progress towards individual targets
- External agency communication

We measured the impact of this provision by half termly quantitative assessment and ongoing qualitative assessment.

**Support Staff Deployment:**

Support staff were deployed in a number of roles:

- Support in Classroom
- 1:1 Provision
- Small group intervention
- Playground support
- Lunchtime support to promote social communication and physical needs
- Supporting pupils at after school clubs
- After school Clubs
- Breakfast Club
- PPA Cover (HLTAs)
- First Aid
- Physiotherapy and OT programmes
- Emotional wellbeing intervention

We monitored the quality and impact of this support by:

- Observations
- Book Scrutiny
- Pupil Conferencing
- Learning Walks

**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

**2017-2018 Continuing Development of Staff Skills in SEN included:**

- Whole school Makaton training
- Read Write Inc. intervention training
- Epi-pen training
- Complex medical needs training (trachy)
- Complex Communication Needs training
- Trauma informed practitioner training
- Trauma informed whole school and senior leader training
- Language Link training
- Training provided by external agencies e.g. OT, Physiotherapist, SALT for adults working with pupils with a personalised plan

We monitored the impact of this training by monitoring teaching and learning.

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

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

- Transition to Secondary Schools
- Transition into Reception Class from Independent Nurseries
- Transition into Fowey from other schools
- SENDCO network and cluster meetings

2017/18 3 children requiring SEN Support and 1 with an EHCP came to us from other schools; 2 children on our Record of Need in 2017/18 transitioned to Secondary school.

We ensured that the transition from Nursery to Reception was smooth by:

- Staff visits to feeder Nurseries
- Additional staff visits to feeder Nurseries (if needed)
- Home visits in Summer Term
- Learning Together sessions in the Summer Term
- Transition sessions in July
- New Pupils allocated Year 6 Buddy for academic year (2017/18)
- Parent, Pupil and Year 6 Buddy picnic in July
- Parents' Meeting
- Transition meeting of involved staff
- Parent Information Pack
- Transition Books, including photographs of all relevant staff, the classrooms etc, sent home for parents to share with their child over the holiday (if needed)
- SENDCO attended TAC meetings prior to pupils starting (if needed)
- SENDCO liaised with professionals regarding accessibility
- SENDCO initiated any building adjustments required Jan 2017
- Class Teacher welcome letter sent to pupils in August

Internal transition was supported by:

- Two Transition afternoons
- Transition meeting of involved staff
- Individual Provision Maps written in July shared with and implemented by new class teacher in September
- New pupils joining Y1-Y6 in Sept. invited to attend transition events

Enhanced internal transition included:

- Additional opportunities for individuals to visit class/next teacher
- Additional transition meeting with parents
- Transition booklet sent home during holiday
- Class teacher welcome back letter/card in August

The transition of pupils within the academic year was supported by:

- SENDCO or class teacher communicating with previous school
- SENDCO meeting with parent and pupil prior to starting

The transition from year 6 to secondary school was supported through:

- Taster days to schools
- Individual Transition Plans written in liaison with parents and other professionals in the first half of Summer Term
- Additional visits for some pupils accompanied by school staff
- Transition book (if needed)
- Pupil attended Secondary Summer Club
- Class Teacher and SENDCO meeting with SENDCO and Head of Year from Secondary Schools to share information and SEN files

Parents were included in this process throughout.

#### **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, which includes our SEN Development/Action Plan. This can be found on the school website.

**Our complaints procedure:**

Anyone wishing to make a complaint with regard to SEND support and provision should contact our SENDCO, Maria Barnes, in the first instance. If unsatisfied with the outcome, contact should be made with the Headteacher or SEND Governor, following our complaints procedure, which is available on our website.

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

**Other relevant information and documents:**

- The Designated Safeguarding Lead is Kate Sicolo
- The Designated Safeguarding Lead Cover is Maria Barnes
- The Designated Teacher for Children in Care is Maria Barnes
- SEND Governor: Kay Taylor
- 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
- The School Improvement plan can be found on our website
- Our SEND Policy and 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 SEND, can be viewed from the link on our website.
- Our SEND Policy Local 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.