



Annual SEN Information Report 2018-2019



Name of SENCo: Claire Bader

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Name of SEN Governor: Marina Pridham

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 Teaching and Learning Policy

Our Graduated Response for Learners:

- ✓ Continual monitoring of the quality of Teaching and Learning
- ✓ Identify and tracking the progress of children/young people that require support to catch up through whole school data analysis every half term.
- ✓ Identification of children/young people requiring SEN Support and initiation of "asses, plan, do, review" cycle through 3x weekly Achievement Team meetings.
- ✓ 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 in our Record of Need.

How We Identify Children/Young People That Need Additional or Different Provision:

- ✓ Class teachers meet every three weeks at Achievement Team meetings to discuss barriers to learning
- ✓ Ongoing curriculum assessments
- ✓ Use of Case studies to track impact
- ✓ Further assessments by specialists, including those from external agencies such as Educational Psychologist, Behaviour Support Team.
- ✓ Tracking progress using data through:
 - Pupil progress meetings
 - Achievement Team meetings

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	Class teacher, Support staff, SENCo	As Required
Formal Discussions with Parents	Termly Learning Conferences (child led with parents and teacher)	November March
Home-School Book	As agreed between class teacher and parent	As appropriate
Assess, Plan, Do, Review meetings	Date Review meetings, Achievement Team meetings, SEN Review with SENCo and parents	Every half term Every 3 weeks Annually
Pupil Conference	Headteacher, Pupils and Learning Ambassadors/School Council	Termly

The Asses, Plan, Do, Review Cycle:

For children/young people on our Record of Need, an Assess, Plan, Do, Review cycle will be established in partnership with the child/young person, their parents and the class teacher.

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

- ✓ Communication and Interaction - Speech and Language Therapist support
- ✓ Cognition and Learning - daily reading support, 1:1 and small group interventions in maths
- ✓ Social, Emotional and Mental Health - Penhaligons Friends, Behaviour Support, Thrive, Boxall Profiling, Trauma Informed Schools, First Light
- ✓ Sensory and/or Physical Needs - Wake up Shake up, Sensory session, access to sensory 'toys', Specialist furniture, Outdoor learning.

During the 2018/2019 academic year, we had 6 children/young people receiving SEN Support and 2 children/young people with Education, Health and Care Plans or Statements of Education Need.

We monitor the quality of this provision through observations, joint planning, achievement team meetings, review incident records (eg. No of incidents in class/at break - increase or decrease)

We measure the impact of this provision through tracking academic progress (data), achievement team meetings and review of case studies.

Support Staff Deployment:

Support staff are deployed in a number of roles:

- ✓ One to One SEN support
- ✓ Developing Communication Skills through play and modelling
- ✓ Implementation of FunFit or other relevant intervention strategies
- ✓ In Class support
- ✓ Small group catch - up/intervention work
- ✓ Dyslexia and Dyscalculia testing
- ✓ Boxall Profiling
- ✓ Emotional Health and Well Being Support e.g.: Penhaligons Friends

We monitor the quality and impact of this support through observations, achievement team meetings, tracking academic progress (data), review of behaviour plans and incident recording, progress against targets and pupil voice (pupil conferencing).

Distribution of Funds for SEN:

This year, the budget for SEN and Inclusion was £4,932.96

This was allocated in the following ways:

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

Continuing Development of Staff Skills:

Area of Knowledge/Skill	Staff Member	Training Received
Bereavement Support	Maria Abbott	Penhaligon's Friends
Children in Care	Claire Bader	Designated Children in Care Network
Children in Care	Claire Bader	CiCess Annual Child in Care Conference
Child Protection Tier 3	Claire Bader Emma Gooding	Level 3 Multi-Agency CP Training delivered by Reconstruct
Supporting children with sensory difficulties	Claire Bader	Pensilva primary School
Termly meetings with Education Psychologist	Claire Bader	Cornwall Council
RESET/ Whole School Approach to good mental health	Whole staff	Cornwall Healthy Schools
Supporting Children with	Claire Bader	Cornwall Council

anxiety in school	Tracy Cruise	Educational Psychologist - Talk and Draw
Trauma Informed Schools practitioner training	Claire Bader Hayley Thorp	Headstart Cornwall

Whole school training this year has included Bereavement Support, Mental Health awareness, Teaching Assistant meetings (pick up on any on-going support/training required e.g. Behaviour Management) and whole school TIS training is planned.

Groups of staff have also developed their knowledge of social communication difficulties through ongoing Speech and Language Therapist Support.

We monitor the impact of this training by measuring impact of progress of children.

We monitor the quality and impact of this support through observations, achievement team meeting reviews, tracking academic progress (data), review of behaviour plans and incident recording progress against targets, pupil voice (pupil conferencing).

Partnerships with other schools and how we manage transitions:

- ✓ We work with a number of schools in the area in the following ways:
 - SENDCo network meetings and accessed support through the An Daras MAT e.g. dyslexia testing
 - Liaison with Callington Community College/Launceston College SENDCo and transition coordinators
 - Transition meetings, attendance of TAC meetings
 - Staff visiting other classes/pre-school and observing strategies used with specific children

This year, 0 children requiring SEN support came to us from our partner schools, and 0 children with Education, Health and Care Plans or Statements of Special Educational Need. 1 pupil on our Record of Need in 2018/19 will transition to Launceston College ARB.

We ensure that transition from Nursery to Reception is smooth by joining the Reception Class for transition visits in the summer term, attending TAC meetings, observations and key staff spending time in the nursery.

We support in school the transition from Year 1 to Year 2 through sharing information and transition days in the summer term.

We help children to make the move from 4 to 5 by sharing information, transition afternoons.

The transition from Year 6 to secondary school is supported through supported transition sessions, liaison meetings, transfer of information.

For children/young people with SEN, additional transition may be put in place.

Parents are included in this process through regular review meetings.

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 Academy Improvement Plan (AIP).

Our complaints procedure:

Anyone wishing to make a complaint with regard to SEN support and provision should contact the school in the first instance.

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

Other relevant information and documents:

The Designated Safeguarding Leads in our school is Claire Bader and Emma Gooding.

The Designated Children in Care person in our school is Claire Bader.

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

The following policies can be found on the school website:

Our Accessibility Plan

The School Development Plan

Our SEN Policy and the School Offer (our contribution to the local offer)

Disability and Accessibility Plan

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.