



Gerrans School SEN information Report

September 17-July 18

Name of SENCo: Julie Elvy

Dedicated SENCo time : 0.5 day a week

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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.

Our Graduated Response for Learners

- Continual monitoring of the quality of teaching

- Identifying and tracking the progress of pupils who require support to catch up by...
- Identification of pupils requiring SEN Support and initiation of 'assess, plan, do, review' cycle.
- Consideration of application for Education, Health and Care Plan (EHCP)
- All pupils identified as requiring SEN Support, or those with an EHCP (or statement) are placed on the school Record of Need.

How we identify pupils who need additional or different provision:

- Class teacher refers to SENCO
- Pupil discussed as cause for concern at termly pupil progress meetings
- Ongoing curriculum assessments
- Tracking progress using data
- Further assessments by specialists, including those from external agencies.

How we listen to the views of pupils and their parents

- Informal discussions - daily through lessons with pupils , collection from classrooms with parents
- Parents' Consultations /Reports - termly

- Assess, Plan, Do , Review - termly
- Team Around the Child/Family Meetings - as needed
- School Council - at least monthly
- Questionnaires - annually
- Pupil conferencing - part of school/MAT monitoring

The Assess, Plan, Do Review Cycle

For pupils on our Record of Need, an Assess, Plan, Do, Review cycle will be established in partnership with the pupil, parents and staff.

During 2016/17 provision made for pupils on our Record of Need was for:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory / Physical Needs

During 2016/17 we had 4 pupils receiving SEN Support and 1 pupil with an EHCP.

The quality of provision for all pupils including those with SEND was monitored through lesson observations, book scrutiny, pupil conferencing and learning walks.

We measure the impact of this provision by termly data entry and daily measures against National Expectations.

Support Staff Deployment

Support staff are deployed in a number of roles:

- Support in classrooms
- 1:1 provision including SALT (speech and language therapy)
- Small group intervention
- Lunchtime support
- PPA cover (HLTA)
- First Aid
- Medical Care

Distribution of funds for SEN

This was allocated in the following ways:

- Support staff
- External services - Behaviour Support Services
- Teaching and Learning resources
- Staff training

Partnerships with other schools and how we manage transitions:

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

- Transition to The Roseland Academy
- Transition to Nursery from Playgroup
- Transition from Nursery to KS1
- Transition from KS1 to KS2
- Transition from other mainstream schools to Gerrans

Transitional experiences are integrated throughout the year, including collaborative learning opportunities at The Roseland as well as termly Playgroup days in EYFS.

There are also transitional meetings organised for parents.

Extra transition experiences are organised for pupils who require them, these can also include extra experiences of travelling on school bus to Tregony.
SEN files are passed on to receiving schools.

Ongoing Development

We work hard to ensure that any areas of support for our learners which can be improved are identified and that strategies are put in place to make these improvements.
We do this through our School Development Plan.

Our Complaints Procedure

Anyone wishing to make a complaint with regard to SEN support and provision should follow the procedures listed on the school website.

Other relevant information

- ❖ The designated Safeguarding Lead in our school is Julie Elvy
- ❖ The deputy designated Safeguarding lead in our school is Emily Haines
- ❖ The designated Child in Care person in our school is Julie Elvy

Please see the Inclusion section or School Website for additional information and resources.