



Name of SENCo: Ms Catherine Atkins

Dedicated time weekly: Monday/Tuesday

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Name of Hub Councillor with SEND responsibility: Mr Damian Knight

School Offer link: <http://bugle.eschools.co.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 SEND.
- ✓ 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 by Senior Leadership Team and through termly Hub Monitoring.
- ✓ Identifying and tracking the progress of children/young people that require support to catch up by providing targeted intervention.
- ✓ 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.
- ✓ All children/young people identified as requiring SEND Support, or with an Education, Health and Care Plan are on our Record of Support.

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

- ✓ Class teacher follows the SEND Flow Chart, liaising with SENCo when/where necessary
- ✓ 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.

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 Teachers / Parents	As necessary
Target Setting Day <i>or</i> Parents’ Evenings	Class Teachers / Parents	Autumn Term
	Class Teachers / Parents	Spring/Summer Term
Home-School Book	Class Teachers / Parents	As necessary
Assess, Plan, Do, Review meetings	SENCo/Class Teachers	Termly



The Assess, 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. 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 – Speech and Language Therapy, Language Builder
- ✓ Cognition and Learning – Read, Write Inc, Precision Teaching
- ✓ Social, Emotional and Mental Health – Socially Speaking, Draw and Talk
- ✓ Sensory and/or Physical Needs – Fun Fit, Write from the Start

During the 2017/18 academic year, we had 33 children/young people receiving SEND Support and 2 child/young people with Education, Health and Care Plans.

We monitor the quality of this provision through termly provision maps, observing interventions, discussions with intervention leaders and intervention tracking.

We measure the impact of this provision by monitoring from beginning to end in order to track the progress made by pupils. Intervention impact is reviewed on a termly basis.

Support Staff Deployment:

Support staff are deployed in a number of roles:

- ✓ 1:1 support for specific children with Education, Health and Care Plans or Statements of Educational Need
- ✓ Small group support in class
- ✓ 1:1 intervention
- ✓ Small group intervention

We monitor the quality and impact of this support through performance management, impact of data tracking, observations and monitoring visits.

Distribution of Funds for SEN:

The funds for SEN were allocated in the following ways:

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



Continuing Development of Staff Skills:

<u>Area of Knowledge/Skill</u>	<u>Staff Member</u>	<u>Training Received</u>
Speech and Language	One	Ongoing support delivering SALT to individual children
Dyslexia	One	Ongoing support delivering support to children with literacy difficulties.
Autism	One	Ongoing support delivering support to children with autism or social communication difficulties.
Draw and Talk	Seven	Trained in the delivery of Draw and Talk

Whole school training this year has included child protection, positive behaviour and autism awareness.

Staff have also developed their knowledge of phonics using the Read Write Inc programme.

A number of staff have furthered their skills by training in Cued Speech and some British Sign Language.

Partnerships with other schools and how we manage transitions:

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

- ✓ Parent/child visits to the new setting
- ✓ Staff visiting children in their current setting
- ✓ Child visits/taster days to the new setting

This year, 6 children/young people requiring SEND Support came to us from our partner schools. 8 children/young people on our Record of Need in 2017/18 made a successful move to local secondary schools.

We support transition from Nursery to Reception with a structured and gradual transition package from setting to setting.

We support transition for every year group across the school with taster days in the summer term.

The transition from year 6 to secondary school is supported with taster days for children at the beginning of year 6 with 2 further induction days before the end of the school year.

For children/young people with SEND, we also arrange additional transition visits to meet the needs of the individual child. Where necessary the child is supported to produce a communication passport for the new setting. Parents are included in this process through consultation.



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 SEND Development/Action Plan.

Our complaints procedure:

Anyone wishing to make a complaint with regard to SEND support and provision should meet with the Head Teacher in the first instance to discuss their concerns.

This year we received no complaints with regard to SEND support and provision.

Other relevant information and documents:

The Designated Safeguarding Lead in our school is Mr Tim Wherry

The Designated Children in Care person in our school is Mr Tim Wherry

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

Our Accessibility Plan can be found on our website <http://bugle.eschools.co.uk>

The School Development plan can be found on our website <http://bugle.eschools.co.uk>

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

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.