



St Mary's C of E school

LEARNING WITH HOPE

SEND Information Report

Name of SENCO: Emma Hope

Dedicated time weekly: 0.5

Contact email: ehope@st-marys-ce-pz.cornwall.sch.uk

Contact Phone Number: 01736 363009

Name of SEN Governor: Tamsin Gittins

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
- ✓ Identifying and tracking the progress of children/young people that require support to catch up by appropriate intervention.
- ✓ Identification of children/young people requiring SEN 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 SEN 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 SENCO
- ✓ 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 SEN, is set out in our School Offer.



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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	Class Teachers Inclusion Coordinator SENDCO Head Teacher	Ongoing Ongoing Ongoing As necessary
Parents' Evenings	Class teachers	2 x yearly
Home-School Book	Class teachers	As necessary for individual children
Assess, Plan, Do, Review meetings. (PIPS)	Class Teachers SENDCO/IC	Termly for children at School support.
Early Support Meetings	SENDCO/IC	As necessary for individual children
Questionnaires	Class teachers Head teacher	All pupils and parents 1x year
Class meetings	Class Teacher	At the start of a new year

The Assess, Plan, Do, Review Cycle:

For children/young people on our Graduated approach to individual needs (GRIN) an Assess, Plan, Do, Review cycle will be established by the SENCO in partnership with the child/young person, their parents and the class teacher. Please see our SEN Policy for further details.

- ✓ Communication and Interaction :
 - Speech and Language 1:1 and/or small Group Intervention
 - Social Stories
 - Visual Support
 - Time To Talk
 - Nurture groups
 - Lego Therapy
- ✓ Cognition and Learning :
 - Focus group Interventions in all areas of Literacy and Numeracy
 - Targeted Additional Adult Support
 - Pre-Learning
 - Precision Teaching
 - Dyslexia Packs
 - Catch-Up After School Club
 - Readers



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- Scribes as required
 - KS2 SATs Access Arrangements
 - Dyslexia Screening
 - Access to the Cognition and Learning Team
 - Access to an Educational Psychologist
 - Access to the ASD Team
 - Laptops/Ipad for recording
- ✓ Social, Emotional and Mental Health:
- 1:1 with Thrive Practitioners
 - Social/Emotional Skills individual and small group sessions
 - Trusted Adult Support
 - External counselling
 - CAMHS
 - Bloom
 - Individual safety plans
 - Thrive / Trauma Informed schools support
- ✓ Sensory and/or Physical Needs:
- Specialist sensory equipment
 - Intimate care plans
 - Individual laptops for recording

During the 2018/2019 academic year, we had 31 (19%) Children/young people receiving SEN Support and 2 (1%) children/young people with Education, Health and Care Plans or Statements of Educational Need.

We monitor the quality of this provision by lesson observations: book & planning moderation: pupil conferencing and learning walks.

We measure the impact of this provision by termly quantitative assessments and ongoing qualitative assessments.

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
- ✓ Supporting at Afterschool Clubs
- ✓ Running Afterschool Clubs



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- ✓ Breakfast Club
- ✓ PPA Cover (HLTAs)
- ✓ First Aid
- ✓ Support for medical needs
- ✓ Running intervention clubs
- ✓ Thrive work

We monitor the quality of this provision by lesson observations: book & planning moderation: pupil conferencing and learning walks.

Distribution of Funds for SEN:

This was allocated in the following ways:

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

Continuing Development of Staff Skills 2017/18:

<u>Area of Knowledge/Skill</u>	<u>Staff Member</u>	<u>Training Received</u>
Phonological Awareness	All Staff	In-house Phonics training
Emotional Well Being	Suzie Emma Hope Polly Taylor Suzie Emma Hope Polly Taylor Emma Hope Polly Taylor Polly Taylor Whole Staff	Draw and Talk Therapy. Trauma Informed Schools practitioners' license. Anxiety in childhood Level 2 – Childrens Mental Health Trauma informed schools Introduction
Lego Therapy	Sue	Lego Therapy
Speech and Language	Leoni C	Nuffield
ASD	Whole Staff	Overview
Assessment	Emma Hope	FFT
Cognition and Learning	Emma Hope	Diversity conference.

Author of Report:

Date of report:



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	All Staff	Dyslexia friendly classrooms
Safe Guarding	Polly Taylor	Level 3 multi agency meeting
Parental support	Emma Hope Polly Taylor	Working with parents to support learners

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

Partnerships with other schools and how we manage transitions:

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

- ✓ Small group extended transition to secondary schools
- ✓ Extended transition to specialist provision
- ✓ Planning meetings with secondary schools
- ✓ Graduated starts for children with SEN joining our school if needed.
- ✓ Forest school extended transition for year 6 children if required.

We ensure that the transition from Nursery to Reception is smooth by free flow throughout the year. Transition sessions are planned in the summer term alongside open parent mornings.

We support the transition from Reception to Year 1 by holding transition afternoons for the children in July; parents' meeting; singing practice throughout the year and detailed hand over meetings between the class teachers and SENCO.

We helped children to make the move from year 2 to 3 by holding 3 transition afternoons in July; Transition meeting of involved staff; Individual Provision Maps written in Summer Term shared with and implemented by new class teacher ready for September.

The transition from year 6 to senior schools was supported through; Parents' & Child visits to schools accompanied by SENCo if requested; Taster Days at the secondary School; SENCo meeting with SENCo from Secondary Schools to share information.

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.

Our complaints procedure:

Anyone wishing to make a complaint with regard to SEN support and provision should refer to our complaints procedure policy.

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

Other relevant information and documents:

Author of Report:

Date of report:



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The Designated Safeguarding Lead in our school is Hilary Tyreman

The Designated Children in Care person in our school is Hilary Tyreman

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

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.

The Governing Body approved this SEN Information Report during the Autumn Term 2019