



Name of SENCo: **Mrs. Jen Barnard**

Dedicated time weekly: **1 day**

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Name of SEN Governor: **Mrs. Rosie Morris**

School Offer link:

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 implementing 1:1 or group interventions;
 - termly assessments in core subjects;
 - Multi-agency reports;
 - On-going teacher assessment
 - Termly target setting (IPMs)
 - Informal observations
- ✓ 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 (or statement) are on our Record of Need.

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

- ✓ Class teacher refers to SENDCO:
 - When pupils fail to make progress within differentiated whole class provision and continues to do so;
 - When pupil attainment fails to meet age-related expectations and continues to do
- ✓ Ongoing curriculum assessments
- ✓ Tracking progress using data through Target Tracker.
- ✓ 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. 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 | <ul style="list-style-type: none"> • Class Council Meetings in class • Pupil Conferencing | <ul style="list-style-type: none"> • Once per half-term. • Termly |
| Parents' Evenings | <ul style="list-style-type: none"> • Class Teachers and SENDCo | <ul style="list-style-type: none"> • Termly • As required. |
| Home-School Book | <ul style="list-style-type: none"> • Class Teacher • Support Staff • Parents | <ul style="list-style-type: none"> • As required |
| Assess, Plan, Do, Review meetings | <ul style="list-style-type: none"> • Class Teacher • SENDCo • Parents • Pupil | <ul style="list-style-type: none"> • Half termly. • 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 by our SENDCo in partnership with the child/young person, their parents and the class teacher. Please see our SEN Policy for further details.

This year, provision made for children/young people on our Record of Need has been: (NB: numbers from end of summer term 2016 Records)

- ✓ Communication and Interaction (SALT and ASD): 3 pupils
- ✓ Cognition and Learning – 13 pupils
- ✓ Social, Emotional and Mental Health – 4 pupils
- ✓ Sensory and/or Physical Needs – 1 pupil

During the 2015/2016 academic year, we had 15 children receiving SEN Support and 1 child with Education, Health and Care Plans or Statements of Educational Need.

We monitor the quality of this provision by:

- Assessing the Quality of Teaching and Learning ;
- Learning Walks
- Observations;
- Monitoring and tracking individual progress; P
- Pupil progress meetings;
- Annual reviews;



- Book scrutiny;
- Shared staff meetings;
- Provision map writing;
- CAST (academy) monitoring visit;

We measure the impact of this provision by:

- Work towards termly targets (Assess, plan, do, review);
- Progress within NC or P scales and EYFS outcomes;
- Attainment;
- Tracking system;
- Intervention impact and review.

We measure the impact of this provision qualitatively by

- Pupil conferencing (formally and informally);
- Pupil social interactions in and around the school (lessons and unstructured time);
- Improved attendance.

Support Staff Deployment:

Support staff are deployed in a number of roles:

- ✓ 1:1 TA support/intervention;
- ✓ Small group support/intervention;
- ✓ Pastoral support/intervention;
- ✓ Play time and lunchtime support;
- ✓ Medical support;
- ✓ Fun Fit.

We monitor the quality and impact of this support by...

- ✓ Performance management;
- ✓ Improved attendance;
- ✓ Pupil social interactions in and around the school (lessons and unstructured time);
- ✓ Pupil conferencing (formally and informally);
- ✓ Intervention impact and review;
- ✓ Tracking grids;
- ✓ Attainment;
- ✓ Progress within NC or P scales and EYFS;
- ✓ Work towards termly targets (Assess, plan, do, review).

Distribution of Funds for SEN:

This year, the budget for SEN and Inclusion was 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> |
|---------------------------------------|----------------------------------|--|
| RWI | Teachers and Teaching Assistants | Staff received training on how to effectively teach phonics across the whole school. |

We monitor the impact of this training by

- ✓ work towards termly targets (Assess, plan, do, review);
- ✓ progress within NC or P scales and EYFS outcomes;
- ✓ Attainment;
- ✓ Tracking;
- ✓ Intervention impact and review;
- ✓ Pupil conferencing (formally and informally);
- ✓ Pupil social interactions in and around the school (lessons and unstructured time);
- ✓ Improved attendance;
- ✓ Performance management.

Partnerships with other schools and how we manage transitions:

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

- ✓ CAST SENCO network meetings;
- ✓ We have been invited to other schools for training;
- ✓ Transition processes with secondary schools;
- ✓ Invited teachers/SENDCo to TAC meetings.

This year, 0 children/young people requiring SEN Support came to us from our partner schools, with 0 children/young people with Education, Health and Care Plans or Statements of Special Educational Need.

4 children/young people on our Record of Need in 2014/15 made a successful move to our local Secondary Schools.

We ensure that the transition from Nursery to Reception is smooth by transition events in our setting, and visits by the EYFS teacher to nursery setting.

We support the transition from Reception to Year 1 by end of summer shared EYFS/Y1 sessions, leading into NC. Pupils meet the teacher afternoon, and parents meet the teacher session.

We help children to make the move from year 2 to 3 by Pupil meet the teacher afternoon, and parents meet the teacher session.



The transition from year 6 to secondary school is supported through transition days, transition programme, sharing of SEN records.

For children/young people with SEN, we also facilitate additional transition events.

Parents are included in this process through thorough communication of all transition events.

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 via request from the Head Teacher.

Our complaints procedure:

Anyone wishing to make a complaint with regard to SEN support and provision should in the first instance, speak to the SENDCo. If you have further concerns, please refer to our CAST complaints policy which can be found on our website.

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

Other relevant information and documents:

The Designated Safeguarding Leads in our school are:

- ✓ Mrs Tressa Herriot (Safeguarding and Welfare Officer)
- ✓ Mrs Demelza Bolton (Head Teacher)
- ✓ Mrs Jen Barnard (Assistant Head)

The Designated Children in Care person in our school is:

- ✓ Mrs Tressa Herriot (Safeguarding and Welfare Officer)

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

Our Accessibility Plan is available on request.

The School Development plan can be requested via the Head Teacher.

Our SEN Policy and School Offer (our contribution to the 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 SEN, can be viewed from the link on our website, namely our 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.

The Governing Body approved this SEN Information Report in January