



Name of SENCo: **Mrs. F Lobban** Dedicated time weekly: **2 days**

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Contact Phone Number: **01736 330005**

Name of SEN Governor: Jen Lindley

Autism Champion: Sarah Stott

Dyslexia Champion: none

School Offer link:

<https://st-marys-catholic.eschools.co.uk/web/inclusion/591517>

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
- Refer to Inclusion and Dyslexia Friendly Action Plan

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 SENCO:

- 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;
- Ongoing curriculum assessments
- Tracking progress using data on Insight
- Further assessments by specialists, including those from external agencies

We take a holistic approach to 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. We pride ourselves on celebrating differences through embedding our Gospel values.

How we listen to the views of children/young people and their parents:

What	Who	When
Informal Discussions	<ul style="list-style-type: none"> ● 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 or ● 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 ● Parent Voice ● Pupil Voice 	<ul style="list-style-type: none"> ● Half termly. ● Termly.
Autism Cafe	<ul style="list-style-type: none"> ● Pupils ● SENDCo ● Parents 	<ul style="list-style-type: none"> ● 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 September 2021 records):

27 children on SEN Support

5 children with an EHCP

1 child with EHC application in progress, 2 children on APDR cycle for evidence.

Total: 32 children on the Record of Need

Identification of need by category (Prime needs)

- Cognition and Learning – 17
- Social, Emotional and Mental Health – 17
- Sensory and/or Physical Needs – 7
- SaLT - 7
- ASD - 7

During the 2020-21 academic year, we had:

34 children receiving SEN Support; 4 children with an Education, Health and Care Plan.

- Communication and Interaction (SALT and ASD): 20 pupils
- Cognition and Learning – 17 pupils
- Social, Emotional and Mental Health – 8 pupils
- Sensory and/or Physical Needs – 2 pupils

We monitor the quality of this provision by:

- Assessing the Quality of Teaching and Learning ;
- Learning Walks
- Observations;
- Monitoring and tracking individual progress;
- Pupil progress meetings;
- Annual SEN reviews;
- Book scrutiny;
- Shared staff meetings
- Provision map writing;
- CAST (academy) monitoring visit;
- Pupil voice



We measure the impact of this provision by:

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

We measure the impact of this provision qualitatively by

- Pupil conferencing (formally and informally);
- Governor monitoring visits
- 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 (Trauma Informed Schools);
- Draw and Talk support
- Play time and lunchtime support; (Social Club)
- Medical support;
- Fun Fit.
- Interactive enrichment opportunities

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 Pre-key stage and EYFS;
- Work towards termly targets (Assess, plan, do, review).
- EHCP target monitoring



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 for teachers and support staff;
- Enrichment resources and subscriptions.

Continuing Development of Staff Skills:

<u>Area of Knowledge/Skill</u>	<u>Staff Member</u>	<u>Training Received</u>
Inclusion and Dyslexia Friendly Schools	SENDCo Family Support Officer Teachers Teaching Assistants IDFS Steering Group Members	SENDCo and Family Support Officer attended Inclusive and Dyslexia Friendly Schools training Autism Champion Training Attachment training Staff trained on how to make their classrooms more dyslexia friendly.
Trauma Informed Schools	SENDCo Teachers	SENDCo attended Senior Leaders Conference: Inspiring Change, Implementing a Trauma and Mental Health Informed approach in your school. Teachers attended a twilight on TIS approach.

We monitor the impact of this training by:

- Cluster SEND group moderation and regular monitoring meetings
- Work towards termly targets (Assess, plan, do, review);
- Progress within NC or pre-key stage 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;
- Cornwall SENCO network meetings;
- We have been invited to other schools for training;
- Transition processes with secondary schools;
- Transitions with local nurseries into primary school
- Invited teachers/SENDCo to TAC meetings.
- Additional transition days for children with SEN at Humphry Davy and Cape Cornwall.

We ensure that the transition from Nursery to Reception is smooth by transition events in our setting, and visits by the EYFS teacher and SENDCo to nursery setting. Additional transition days for children with SEN are set up.

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

We help children to make the move from year 2 to 3 by 'Pupil meet the teacher' mornings, 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, and additional transition days for individual children and social stories/pictures of the new school setting.

For children/young people with SEN, we also facilitate additional transition events, such as Summer School at Humphry Davy or Mounts Bay Academy.

Parents are included in this process through thorough communication of all transition events. Pupils are consulted throughout the process.

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.

Other relevant information and documents:

The Designated Safeguarding Leads in our school are:

- Miss S Correnti (Designated Safeguarding Lead and Deputy Head)
- Miss N Teixeira (Deputy Safeguarding Lead and Executive Head Teacher)
- Mrs Fran Lobban (SENDCo)

The Designated Children in Care person in our school is:

- Miss N Teixeira (Executive Head Teacher)

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.