

SEND Information Report

Interim SEND Leader: Simon Danby

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Local Offer link: <https://www.cornwall.gov.uk/education-and-learning/schools-and-colleges/special-educational-needs-file/the-local-offer/>

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.
- ≈ Differentiated success criteria for all learners.
- ≈ Marking supports children to understand next steps in their learning and children respond to marking.
- ≈ Children’s progress is assessed every half term to plan for learning.
- ≈ Pupil progress meetings identify where children are not progressing and agree strategies to accelerate progress.

Our Graduated Response for Learners:

- ≈ Continual monitoring of the quality of teaching and SEN provision in lessons.
- ≈ Identifying and tracking the progress of children that require support to catch up.
- ≈ Identification of children requiring SEN Support and initiation of “assess, plan, do, review” cycle as listed on their Individual Provision Maps with specific targets and strategies listed.
- ≈ Consideration of application for Education, Health and Care Plan and if required an assessment requested.
- ≈ All children identified as requiring SEN Support, or with an Education, Health and Care Plan are on our Record of Need.
- ≈ Children who are causing concern for progress or an additional need are placed ‘on SEN alert’ and monitored regularly.

Pastoral Support Arrangements

- ≈ We take a holistic approach of all aspects of a child’s development and well-being.
- ≈ THIRVE support children with the development of emotional intelligence and resilience to learning.
- ≈ All staff accessible for both learners and parents.
- ≈ 1:1 mentoring and small social group work using the THRIVE approach.

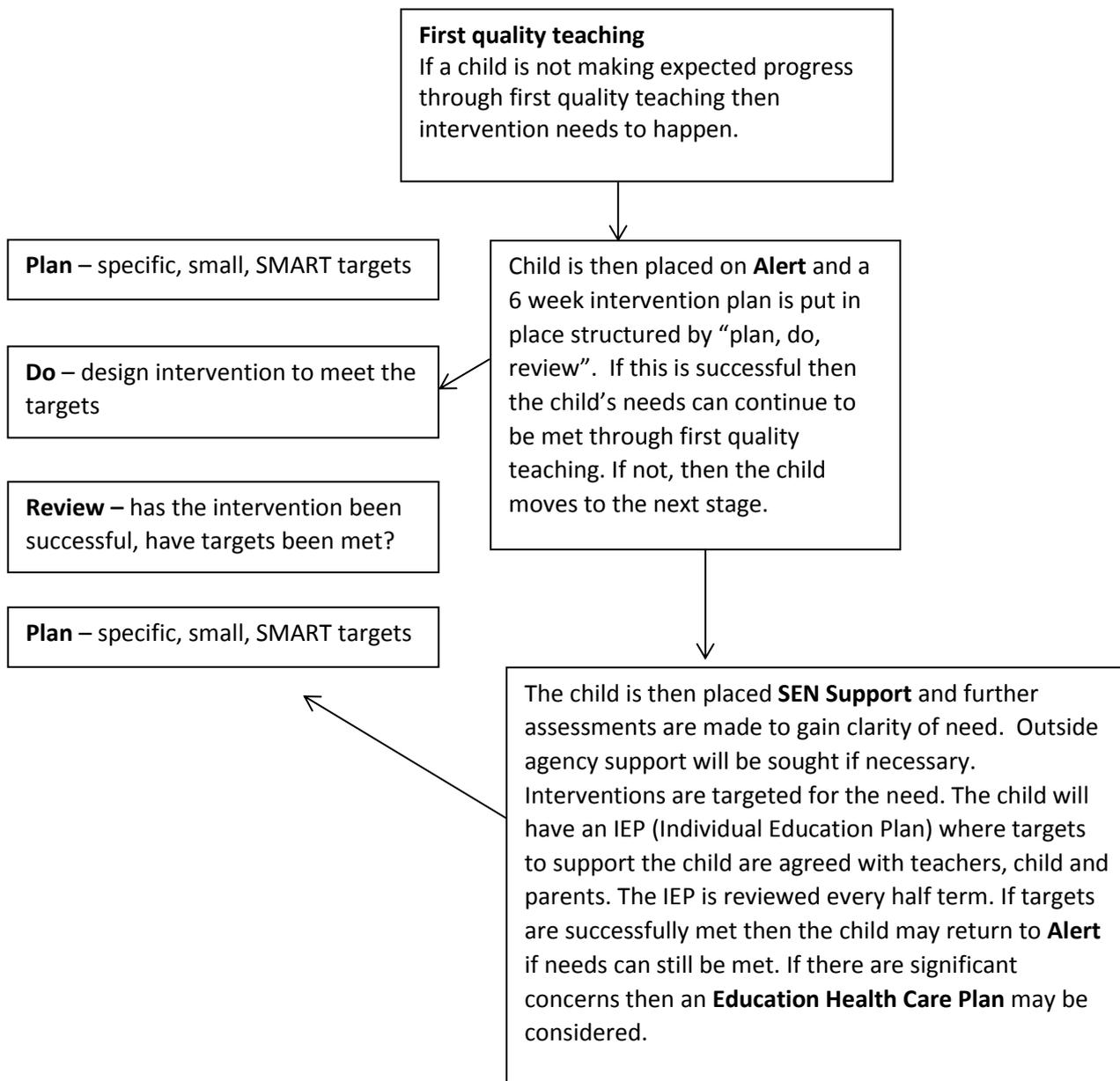
Working with parents and children

- ≈ Teachers are available for parents everyone morning for brief informal conversations
- ≈ Parents or teachers can make contact with each other if there are concerns.
- ≈ Teachers will contact parents if there is any concern about pupil progress academically or socially.
- ≈ Parent evenings.
- ≈ IEP review meetings with parents and children.

≈ Assembly invite - "Name in Lights" assembly.

The school strongly urges parents not to "wait and see what happens" before approaching the school if they have any concerns.

Our graduated response to learners and the identification of children who need different or additional provision.



The Assess, Plan, Do, Review Cycle:

Children who are on our record of need have a provision map and Individual Education Plan. Parents, Class Teacher and SENCO will write these once a term and work towards each target set. The children will be fully involved in each part of the process. The reviews will take place once a term with a regular meeting between all involved. These targets are very personalised and ensure they are tailored to the needs of each child.

Examples of the kinds of support that the school can offer:

- ≈ **Communication and Interaction** – the school will support children with visual timetables, social skills group and individualised behaviour support.
- ≈ **Cognition and Learning** – The Educational Psychologist will visit to assess individual children's needs and create plans with suggested strategies to use in class to support them. Children can be taught one to one or in small groups for interventions so that the support is personalised. Diagnostic tests will be used to refine the school's understanding of the needs of the child.
- ≈ **Social, Emotional and Mental Health** – children will have their needs assessed through THRIVE. Behaviour systems will be personalised to meet the needs of the child. Where needs are significant out-reach support will be sought by the school.
- ≈ **Sensory and/or Physical Needs** – Multi-sensory teaching strategies, fine and gross motor skills activities and interventions, OT referrals, Sensory testing.

We monitor the quality of our provision provision by:

- ≈ setting SMART targets
- ≈ having the provision maps readily available in folders in each class for the teachers to look at and review regularly
- ≈ holding a review meeting every 6-8 weeks of children's individual provision maps in partnership with class teachers, parents, children and SEND Leader
- ≈ observe and monitor the progress and quality of interventions delivered by support staff
- ≈ tracking the children's progress closely on their provision maps half-termly
- ≈ Pupil Profile meetings where data is discussed between class teachers and senior staff

Support Staff Deployment:

Support staff are deployed in a number of roles:

- ≈ In class support (group or one-to-one)
- ≈ Delivering interventions for groups and individuals outside of the classroom
- ≈ Lunch and break time supervision of specific individuals
- ≈ Creating practical resources and provision for individuals and groups, such as visual timetables and individualised behaviour systems.

We monitor the quality and impact of this support by holding performance management reviews and setting professional targets, regular discussions with SEND Leader observations of practice in and out of class and delivering interventions.

Continuing Development of Staff Skills:

Whole school training this year has included:

- ≈ Grammar training
- ≈ Dyslexia training
- ≈ Review of behaviour policy
- ≈ Child Protection and safe guarding

Partnerships with other schools and how we manage transitions:

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

- ≈ Visit nurseries and Early Years settings to meet new intake, meet with parents of children with SEN to assess their needs and make plans for appropriate provision in the new academic year.
- ≈ Transition days.
- ≈ Providing opportunities for curriculum days and include children with SEN.
- ≈ Meet with the SEN Transition Co-ordinator from the Secondary School to ensure a smooth transition for SEN children.

We ensure that the transition from Nursery to Reception is smooth by liaising with all the Early Years settings where our new intake are based, completing informal observations, meeting with parents and addressing any concerns.

We support the transition from all classes each year by having meetings with previous class teacher and new class teacher to share important SEN information, transition and changeover days, (sometimes more than one, if they need it), the exchange of previous and updated provision maps with current targets and tracking data.

The transition from year 6 to secondary school is supported through meetings over the year where we share particular information about particular children, sharing important SEN information and data, including previous and current provision maps/targets, list of interventions undertaken, involvement of external agencies and opportunity for children to visit their new school on more than one occasion, getting to know daily routines, the areas of the school, etc. We often provide enhanced transition tailored to each child's individual needs.

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.

Our complaints procedure:

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

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

Other relevant information and documents:

The Designated Safeguarding Lead in our school is Simon Danby

The Designated Children in Care person in our school is Simon Danby

The Local Authority's Offer can and other support for parents is located at www.cornwallfisdirectory.org.uk

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 can be viewed from the link 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.