



Name of SENDCo: Ria Blake Dedicated time weekly: 3.5 hours per week.

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Name of Hub Councillor with SEN responsibility: Louise Burt

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 non-negotiables.

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 following the SEND flow chart.
- ✓ 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 - criteria
- ✓ 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. Our measures to prevent bullying can be seen in our Anti-bullying scheme (locate on website).

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

| <u>What</u> | <u>Who</u> | <u>When</u> |
|---------------------------------------------------|----------------------------------------|-----------------------------------------|
| Informal Discussions | All teaching staff- open afternoons | Autumn, Spring and Summer term |
| Parents’ Evenings | All teaching staff | Autumn term |
| Home-School Book | Any staff member as appropriate | For specific children when required. |
| Assess, Plan, Do, Review meetings | All teaching staff | Termly |
| Pupil conferencing | SLT | Half Termly |
| Learning walks | SENDCO | Termly |
| Parent’s involvement through joint creation of | Class teachers | Termly |

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|-------------------------------------------------------------------|-----------|--|
| IPMs with class teacher for targets set for both school and home. | | |
| Open door policy | All staff | |

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 SENDCO in partnership with the child/young person, their parents and the class teacher.

This year, provision made for children/young people on our Record of Need has been:

✓ Communication and Interaction

- Ongoing Speech and Language assessments, targets and intervention from Speech and Language Therapist.
- Provision provided by our speech and language teaching assistant which is tailored to the children's needs.
- Talk boost sessions – Spring and Summer term, with reception children.
- 1:1 Read, Write, Inc. sessions.

✓ Cognition and Learning

- Educational Psychology service; teacher drop in session and individual support.
- Dyslexia training for Teaching Assistants.
- Visual timetables
- Use of Numicon
- Precision teaching training for Teaching Assistants.

✓ Social, Emotional and Mental Health

- Thrive
- PSA Sarah Chown
- Outdoor club
- Gardening club
- Behaviour Support Service; Adviser and Behaviour Support Worker individual support.

✓ Sensory and/or Physical Needs

- Physical Disability advisor to support with ICT software, fine motor skills and classroom layout /access.
- Funfit intervention
- Occupational Therapist in to advise and support with adaptations of school building.
- Physiotherapist support



During the 2015/2016 academic year, we had **15** Children/young people receiving SEN Support and **7** children/young people with Education, Health and Care Plans or Statements of Educational Need.

We monitor the quality of this provision through termly provision maps and intervention assessments and standardised intervention tracker across the school. We have regular lesson observations and monitoring visits from school within the Academy Trust and part of the focus of these visits is to ensure standardised, high quality provision.

We measure the impact of this provision through classroom monitor % progress or P Scales and track termly linking progress made to provision maps produced by the class teacher. We also measure the impact of Thrive using the online assessment tool.

Support Staff Deployment:

Support staff are deployed in a number of roles:

- ✓ Whole class support, small group support, 1:1 support.
- ✓ Involved in planning and assessment.
- ✓ Lead planned interventions.
- ✓ Behaviour support.

We monitor the quality and impact of this support by performance management, impact for data tracking meetings, observations, monitoring visits, regular training and access to in house Aspire Training.

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> |
|---------------------------------------|-----------------------------------------------------------------------------------------------|---------------------------------|
| Thrive | Helen Craig Helen Edwards | Thrive Practitioner training. |
| Restraint and Physical Intervention | Tracey Bristow Char Prowse Marie Michael Helen Edwards Sarah Hatton Becky Read | Team Teach |
| Austim | Becky Read | Autism Champion training. |
| SALT | Pip Moss | Talk Boost Elklan |

| | | |
|-----------------------|---------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | Language for Learning |
| Attachment | Marie Michael | EP Service training |
| Attachment and Trauma | Helen Craig | Working with children in school on the Trauma Continuum PACE – working with traumatised children and their carers Disassociation and Trauma Trauma Recovery Model |

Whole school training this year has included Stress management training and Thrive.

Partnerships with other schools and how we manage transitions:

We ensure that the transition from Nursery to Reception is smooth by transition session in the summer term, we have a staggered start and invite children to stay for lunch. Children from our nursery attend some appropriate assemblies. If children attend an external nursery the teacher will visit the children in their setting. The Reception Teacher and Teaching Assistant then undertake home visits with the children in their home environment.

We support the transition from Reception to Year 1 by working closely through-out the year to ensure the children are familiar with adults within KS1. KS1 have trips and events together. During the summer term we have planned transition sessions.

The transition from year 6 to secondary school is supported through visits to the local secondary schools early in the Autumn term. Children then visit their chosen school twice in the summer term. There are many combined workshops with the local secondary schools.

For children/young people with SEN, they are offered a further transition session by the local secondary schools. Additional meetings are made between Year 6 teacher, SENDCO and secondary school staff for handover.

Year 5 & 6 parents are invited to open evenings at all local secondary schools in the Autumn term and are invited again to their child's chosen school in the summer term.

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.

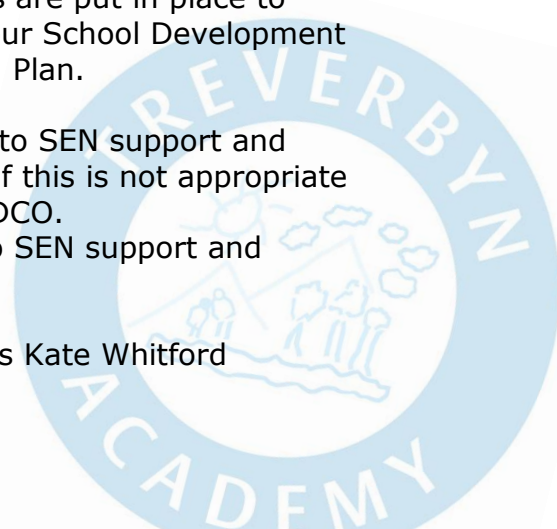
Our complaints procedure:

Anyone wishing to make a complaint with regard to SEN support and provision should initially go to the class teacher. If this is not appropriate then a meeting should be arranged with the SENDCO.

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

Other relevant information and documents:

The Designated Safeguarding Lead in our school is Kate Whitford



The Designated Children in Care person in our school is Kate Whitford

The Local Authority's Offer can be found 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.

Our SEN Policy, School Offer and Information Report have been written in accordance with the SEN Code of Practice 2015, Disability Discrimination Act 1995, the Equality Act 2010 and the Children and Families Act 2014.

