



Name of SENCo: Alison Brook

Dedicated time weekly: 2 hours

Contact email: alison.brook@tlat.org.uk

Contact Phone Number: 01841 520683

School Offer link: <http://stmerrynschool.co.uk/our-school/policies-reports/>

### **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 intervention programmes and monitoring of IEP targets
- ✓ 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 - criteria
- ✓ Ongoing curriculum assessments
- ✓ Tracking progress using data
- ✓ Further assessments by specialists, including those from external agencies

We take a holistic approach by considering 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:**

<b><u>What</u></b>	<b><u>Who</u></b>	<b><u>When</u></b>
Informal Discussions	Parents/Carers, Class teachers, teaching assistants, SENCo	Within 24 hours
Parents’ Evenings	Children, Parents/Carers, Class teachers, SENCo	Termly
Home-School Book	As appropriate	Daily



Assess, Plan, Do, Review meetings	Parents, Children, SENCo	Termly
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### **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 the SENCo 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:

- ✓ Communication and Interaction
  - Speech and language (SaLT TLAT & NHS)
  - Area Early Years SENCo
  
- ✓ Cognition and Learning
  - Dyslexia friendly writing/maths books
  - Maths intervention (using Trish Babte methodology)
  - Read Write inc
  - Get Spelling! (Ruth Miskin)
  
- ✓ Social, Emotional and Mental Health
  - PSHE
  - Counselling
  - Draw and talk
  
- ✓ Sensory and/or Physical Needs
  - Occupational Therapist (targeted assessments)
  - Whole school sensory training
  - School nurse
  - Handwriting intervention
  - Leap into learning
  - Specialist equipment

During the 2016/2017 academic year, we had 9 Children/young people receiving SEN Support and 0 children/young people with Education, Health and Care Plans or Statements of Educational Need.

We monitor the quality of this provision by Pupil Progress meetings and Parent meetings,

We measure the impact of this provision by parental and child feedback, teacher feedback and data analysis.

### **Support Staff Deployment:**

Support staff are deployed in a number of roles:



- ✓ 1:1 intervention
- ✓ Group intervention
- ✓ Social intervention (playtimes)
- ✓ Pupil Voice/leadership support

We monitor the quality and impact of this support by parental and child feedback, teacher feedback and data analysis.

#### **Distribution of Funds for SEN:**

Part of the school budget is allocated to SEN provision.

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:**

<b><u>Area of Knowledge/Skill</u></b>	<b><u>Staff Member</u></b>	<b><u>Training Received</u></b>
Sensory	Ellie Mitchell/Elaine Hicks	Supporting children with coordination and SPD difficulties
Counselling	Tre Brookes	CAMHs counselling
Sensory processing	Alison Brook/Ellie Mitchell	OT
Thrive	Tre Brookes	Full course

#### **Whole school training this year has included Sensory Processing disorder**

We monitor the impact of this training by feedback and positive results for the pupils.

#### **Partnerships with other schools and how we manage transitions:**

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

- ✓ The Learning Academy Trust –TLAT MAT (SEN and SALT)
- ✓ Trevisker School
- ✓ Wadebridge School (Secondary transition)
- ✓ Treviglas School (Secondary transition)

This year, 0 children/young people requiring SEN Support came to us from our partner schools, 0 children/young people with Education, Health and Care Plans or Statements of Special Educational Need. 3 children on SEN support transferred to Secondary School.

We manage transition in the following ways:

- We have a nursery in school.
- We ensure that the transition from Nursery to Reception is smooth by employing a full time EYFS coordinator.
- Home visits are carried out during the summer term.



- Transition mornings take place between the nursery and their new reception class.
- Nursery children on SEN support all have passports.
- We support the transition from Reception to Year 1 by move up days.
- One teacher in Year 1 also covers Reception PPA, so the children are well known to her.
- We help children to make the move from year 2 to 3 by two move up days.
- The transition from Year 6 to secondary school is supported through meetings with Year 7 pastoral support, transition coordinator) and sharing of SEN information/Data.

For children/young people with SEN, we also pass on all Records of Need and generate 'Passports'.

Parents are included in this process through transition week, support meetings and meet the teacher evenings.

#### **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 Alison Brook via telephone or email for an appointment.

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

#### **Other relevant information and documents:**

The work of the SEN lead and the staff was praised in the last OFSTED report (March 2017)

The Designated Safeguarding Lead in our school is Kaye Pitcher (Executive Headteacher)

The Deputy Designated Safeguarding Lead in our school is Alison Brook (Head of School)

The Designated Children in Care person in our school is Kaye Pitcher (Executive Headteacher)

The Local Authority's Offer can be found at [www.cornwallfisdirectory.org.uk](http://www.cornwallfisdirectory.org.uk)

Our Accessibility Plan can be found on our website

Our SEN Policy and School Offer (our contribution to the Local Offer) can be accessed via the policy links on our website.

Details about our curriculum, including how it is made accessible to children/young people with SEN, can be viewed 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.

Report approved on 10<sup>th</sup> July 2017