Name of SENCo: Mrs Angie Larcombe Dedicated time weekly: day

Contact email: alarcombe@germoe.cornwall.sch.uk Contact Phone Number: 01326 572618

Name of SEN Governor: Tracey Stevens

School Offer link: www.boskenwyn.cornwall.sch.uk

**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 SEN policy, Curriculum Policy, Inclusion Policy and individual Subject Policies

**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 assessing day to day and implementing TA support for individual or small group work as applicable, unit assessment and half termly assessment through marking, observations etc
* Identification of children/young people requiring SEN Support and initiation of “assess, plan, do, review” cycle, using Individual Education Plans.
* Referral to professional services eg Speech & Language, Occupational Therapy, CAMHs
* 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.
* All children reviewed termly for additional needs – and those identified may be registered as ‘On Alert’ on the Record of Need, for further assessment/observation

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

* Class teacher refers to SENCO
* Close parental contact to identify and resolve difficulties quickly
* Termly SEN meetings
* Ongoing curriculum assessments
* Tracking progress using data
* 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.

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

|  |  |  |
| --- | --- | --- |
| **What** | **Who** | **When** |
| Informal Discussions | SENCo, teachers | Ongoing |
| ‘Open door’ policy | Parents, teachers, children | Ongoing |
| Parents’ Evenings | Teachers, parents, children | Twice yearly |
| Home-School Book | Teachers, parents, children | Daily |
| SEN Parents’ Meeting  Assess, Plan, Do, Review meetings | SENCo, Teachers, Children, parents | Termly |
| Open afternoons | Teachers, parents, children | Twice yearly |
| School Council | Teacher, children | Ongoing |
| Pupil conferences | Teacher, child | Ongoing |
| Class Dojo/Eschools | Teacher, child, parents | Ongoing |

**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 SEN Co 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 – meetings with parents, specialists and professional services eg behaviour team, social care, out of school learning, meet and greet, contribution to TAC meetings, Early Support meetings, Child in Need meetings and family support meetings, review of Education, Health and Care Plan, pastoral support for families
* Cognition and Learning – out of school learning, co-operative working with partner school, enrichment visits out of school and visitors to school, support from Educational psychology, dyscalculia training, dyslexia training, Growth mindset/Building Learning Power
* Social, Emotional and Mental Health – engagement with Educational psychology, behavioural service, CHALK, Growth mindset/Building Learning Power, Coaching and talking interventions , Thrive training, Bereavement, Provision of Butterflies Nurture group
* Sensory and/or Physical Needs – Building resources for sensory stimulation and calming, garden, individual curriculum with out of school learning, physical disability advisor advice and Occupational Therapy plans put into place, resourcing for specific physical/sensory needs

During the 2016/17 academic year, we had 22 Children/young people receiving SEN Support and 1 children/young people with Education, Health and Care Plans or Statements of Educational Need. 6 children were ‘On Alert’ on the Record of Need.

We monitor the quality of this provision by working closely together as a team, with the child/ren and parent/s. We ensure support staff have appropriate skills and training to deliver differentiated intervention - pre-teaching, revision or work in preparation for transitions. We also support children with emotional and social resilience difficulties via whole-school ethos of Growth Mindset/Building Learning Power and our school’s FAMILY values. Support for Emotional and Social development has been enhanced this year with training for attachment difficulties, Thrive approach, and in establishment of Butterflies Nurture Group.

We measure the impact of academic provision by assessing interventions half termly and progress and attainment termly. Assessment of Emotional and social development has been further developed this year and we are better able to meet the needs of all our children, but especially those with emotional and social difficulties.

**Support Staff Deployment:**

Support staff are deployed in a number of roles:

* One to One with a child
* Small group work
* Support within the classroom
* Support of enrichment activities and visits
* Breakfast and after school clubs

We monitor the quality and impact of this support by assessing academic, social and emotional improvement.

**Distribution of Funds for SEN:**

This year, the budget for SEN and Inclusion was assigned according to needs.

This was allocated in the following ways:

* Support staff
* External Services (See School Offer)
* Teaching and Learning resources
* Staff training
* Individual curriculum provision
* Nurture Provision
* Development of staff skills for Social, Emotional and Mental Health difficulties

**Continuing Development of Staff Skills:**

|  |  |  |
| --- | --- | --- |
| **Area of Knowledge/Skill** | **Staff Member** | **Training Received** |
| **Teaching and Learning** | **KS1 staff** | **Reggio Emelia training** |
| **Safeguarding** | **All staff**  **AL**  **AL/SP** | **Prevent training**  **Child protection**  **E-Safety**  **Multi-Agency Training**  **C.I.C. meetings**  **CicESS conference & Attachment in the classroom**  **EPEPS mandatory training**  **Safeguarding Conference** |
| **Whole school development** | **AL**  **LJ/AL** | **Thrive Training**  **Behavioural Support Service input for Nurture group and room development** |
| **SEND** | **AL**  **All staff** | **EYFS SEN network meetings**  **SEN network meetings**  **Well-being & Involvement**  **Attachment Disorder training**  **Emotional First Aid**  **Supporting children with mental health difficulties**  **The Boxall Profile training**  **Early support course**  **Thrive Training**  **Bereavement Training**  **Autism Spectrum Training** |

Whole school training this year has included Child Protection and E-safety, maths and literacy moderation, advice and help for medical and illness provision.

Training is cascaded at staff meetings to all teaching staff and to support staff.

We monitor the impact of this training by putting initiatives into action and assessing impact across SEND outcomes and whole school benefit.

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

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

* Shared learning with Germoe eg PE, music
* Performing Arts and productions with Germoe, including our summer production at The Minack
* Secondary transition to Mullion Comprehensive
* Induction mornings/afternoon/days for children making transition to Boskenwyn
* Shared camp for Y456 with Gemoe
* Opportunity to go skiing with other local schools
* Learning enrichment shared with Germoe eg Rocket Cars, Bloodhound Challenge, Food and Farming Days, Hall for Cornwall visit, Minack visit
* Sporting events
* Higher level maths sessions with other primaries held at Helston School
* Transition work, meetings and visits with Helston, Mullion and Penryn Schools and Zelda School

This year, 8 children requiring SEN Support came to us from other schools, none of these had an Education, Health and Care Plan or Statements of Special Educational Need. 4 children on our Record of Need in 2016/17 transitioned to secondary school.

We ensure that the transition from Nursery to Reception is smooth as nursery, Reception and Y1/2 children worked and played together.

We help children to make the move from year 3 from their mixed age Y123 class to the next class throughout the year, with Y3 children learning with the next class during some afternoons, which builds familiarity with children and adults that will be working in class with them. Being a small school, all children play together at break times. We have scheduled Transition Days in the Summer term to help transition to their new classes.

When we have children with SEND transitioning to secondary, we encourage children to take part in transition activities on offer at the Secondary School chosen by the pupil. Secondary schools we have worked with this year include Helston, Penryn and Mullion. We have secured enhanced transition for children with additional needs, so in addition to the days for everyone, they have had further opportunity to visit, sometimes with their parent.

For children/young people with SEN, we also take time to prepare for change and allow children to settle into the changes ahead at their own pace, giving as much support as needed.

Parents are included in this process through open days, parents’ evenings, communication via the home-school diary, newsletter, school website, use of Dojo, ‘Friends of Boskenwyn School’ facebook page, and discussions with staff regarding their child’s 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. We do this through our School Development Plan, which includes our SEN Development/Action Plan. This can be found at www.boskenwyn.cornwall.sch.uk

**Our complaints procedure:**

Anyone wishing to make a complaint with regard to SEN support and provision should make an appointment with the class teacher, Head Teacher and/or SENCo. See the SEND Policy at www.boskenwyn.cornwall.sch.uk

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

**Other relevant information and documents:**

The Designated Safeguarding Lead in our school is Mrs Paula Quinney, Head.

Deputising Safeguarding person is Mrs Angie Larcombe, SENCo.

The Designated Children in Care person in our school is Mrs Angie Larcombe, SENCo.

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

Our Equality Act and Accessibility Plan is available on our website. Please see the SEN Policy ‘What are our statutory duties in relation to accessibility?’

Our Equal Opportunities & Anti-Discriminatory Policy is available on our website.

The School Development plan can be found on our website, www.boskenwyn.cornwall.sch.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 Disability Discrimination Act 1995, the Equality Act 2010 and the Children and Families Act 2014.

The Governing Body approved this SEN Information Report September 2017

Report written by Angie Larcombe Date: June 2017