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: TBC

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 and learning
* Identifying and tracking the progress of children/young people that require support to catch up by assessing day to day and implementing 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 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
* In school assessments
* 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, work with Family Group conference
* Cognition and Learning – out of school learning, co-operative working with partner school, enrichment visits out of school and visitors to school, Enquiry based learning, Growth mindset/Building Learning Power, support from Educational psychology, in school assessments including dyslexia screening, memory assessment
* Social, Emotional and Mental Health – engagement with Educational psychology, Growth mindset/Building Learning Power, Coaching and talking interventions , Thrive training, Bereavement provision, provision of Nurture activities, use of Thrive and latterly, Motional and Trauma and Mental Health Informed Schools program
* 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 2017/18 academic year, we had 24 Children/young people receiving SEN Support and 2 children/young people with Education, Health and Care Plans. 8 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 over recent years. This year we have developed further to support these needs, with Head Start/Trauma and Mental Health Informed School training, conference on Ages and Stages of Emotional Health and Well-being and linked training for Children in Care, music therapy input and a trip to Finland to research special needs provision.

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
* interventions
* Support within the classroom
* Support of enrichment activities and visits, camp and trips
* 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)
* In school interventions/support
* Teaching and Learning resources
* Staff training
* Individual curriculum provision
* Nurture Provisions
* Development of staff skills for Social, Emotional and Mental Health difficulties
* Development of learning spaces that address independence and sensory over-stimulation

**Continuing Development of Staff Skills:**

|  |  |  |
| --- | --- | --- |
| **Area of Knowledge/Skill** | **Staff Member** | **Training Received** |
| **Teaching and Learning** | **Teaching staff** | **Finland visit to research teaching and learning, particularly independence in learning** |
| **Safeguarding** | **All staff**  **PQ,AL**  **AL** | **Prevent training**  **Child protection**  **E-Safety**  **Operation Encompass**  **C.I.C. meetings**  **Understanding On-Line Behaviour** |
| **Whole school development** | **AL** | **Trauma and Mental Health Informed Schools training** |
| **SEND** | **AL** | **EYFS SEN network meetings**  **Ages and stages of Emotional Health & Well-being**  **Trauma and Mental Health Informed Schools 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 and mental health that impacts on children’s attainment and progress and well-being.

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 Boskwnwyn eg PE, music
* Performing Arts and productions with Boskenwyn
* Secondary transition to Humphrey Davey, Mounts Bay, st Piran’s, Helston and Mullion Comprehensives
* Induction mornings/afternoon/days for children making transition to Germoe
* Shared camp for Y3/4 and Y5/6 with Boskenwyn
* Opportunity to go skiing with children from Boskenwyn and other local schools
* Learning enrichment shared with Boskenwyn 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 Humphrey Davey, Mounts Bay, St Piran’s, Helston and Mullion Comprehensive Schools, Zelda School and other nursery and primary settings

This year, 2 children requiring SEN Support came to us from other schools, one of these had an Education, Health and Care Plan for Special Educational Need. 3 children on our Record of Need in 2017/8 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 transitions between classes via transition days but being a small school, all children play together at break times and adults are very familiar to all the children, as are the learning spaces around the school.

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 and Penryn. 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 2018

Report written by Angie Larcombe Date: July 2018