Name of SENCo: Angie Larcombe Dedicated time weekly: 2 1/2 days

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.
* Whole school awareness of the impact of mental health and well-being upon capacity to thrive
* Whole school approach which acknowledges behaviour as communication of need and use of PACE approach in all interactions, as part of our Trauma-informed approach
* Whole school awareness of neurodiversity and meeting need for inclusion and equality
* Whole school awareness of the impact of sensory needs on an individual’s capacity to engage and adaptations to environmental factors to support comfort and learning
* Whole school recognition of how Adverse Childhood Experiences affect the individual
* Continued focus on Growth Mindset/Building Learning Power for resilience and independence, especially in respect to our inquiry approach in some curricular areas
* Refer to ‘Our Curriculum Journey’, Inclusion Policy and ‘A journey through …’ subject documentation
* Learning for world citizenship – development of cultural understanding and participation through curricular and extra-curricular enrichment eg cornish and UK culture, sailing, surfing, sporting events, residentials, trips, visits, Erasmus cultural development opportunities in Europe, skiing etc

**What is meant by ‘Special Educational Need’ or ‘Additional Needs’?**

The [SEND code of practice 0 to 25 years](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25) defines a child or young person as having SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school age or a young person has a learning difficulty or disability if they:

* have a significantly greater difficulty in learning [in any area of need] than the majority of others of the same age; or
* have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition above or would so do if special educational provision was not made for them.

Need is viewed within four basic descriptors, but needs and conditions can fall into more than one designated area and the picture of need can be complex eg a child with global developmental delay or chromosome abnormalities. Need for support may be of short duration or impact upon the child long term.

Designations of areas of need, with some examples of needs:

Communication and Interaction – Neuro-developmental difficulties eg Autism Spectrum Conditions; speech, language and communication needs

Cognition and Learning - Specific learning difficulties – dyslexia, dyscalculia, memory and processing

Social, Emotional and Mental Health – Anxiety and other well-being difficulties; social interaction difficulties; trauma-related difficulties

Physical and sensory - developmental coordination difficulties; physical disability; sensory impairment; sensory Integration need

**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 TA and teacher support for individual or small group work as applicable, unit assessment and half termly assessment through marking, observations etc
* Learning conferences with pupils
* Holistic over-view and understanding of the child’s life story and lived experience – working with parents to ensure need is met in the round, not just through an academic lens
* Early identification of children/young people requiring SEN Support and initiation of “assess, plan, do, review” cycle via Individual Provision Map to address need
* Team working with parents and carer, with at least termly discussion of Individual Provision Map and progress
* On-going development of staff knowledge and understanding, enabling proactive, in-school interventions, in regard to SEMH needs, Social communication needs, Speech, language and Communication difficulties and academic
* Use of Early Help Hub and outside agencies and professional services to address children’s needs, for example, Educational Psychology, Speech and Language, Occupational Therapy, CAMHS, cognition and Learning team, ASD casework team etc
* Consideration of application for Education, Health and Care Plans
* 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 are reviewed termly for additional needs – and those identified may be registered as ‘On Alert’ on the Record of Need, for further assessment/observation
* Working in partnership with families
* Application for statutory assessment if the child’s needs exceed capacity of school to meet those needs – evidence and collate information to prove need for further provision, above that which school can reasonably offer

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

* Class teacher notes and monitors concerns
* Class teacher refers to SENCO
* In class observations
* In school assessments
* Advice from other educational and health professionals sought
* Child’s voice/Learning conferences
* Close parental contact to identify and resolve difficulties quickly
* Assess, Plan, Do, Review cycles
* Termly SEN meetings
* Ongoing curriculum assessments
* Tracking progress using termly data
* Advice and 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. Children with SEN or other difficulties may be more vulnerable to bullying and our measures to prevent this can be seen in our Antii-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 |
| Pastoral support | Parents, SENCo, Head | Ongoing |
| Parents’ Evenings | Teachers, parents, children | Twice yearly |
| SeeSaw | Teachers, parents, children | Daily |
| For children on the SEN Record of Need, meetings forAssess, Plan, Do, Review | SENCo, Teachers, Children, parents | Termly |
| School Parliament | Teacher, children | Ongoing |
| Child opinion and debate on whole school issues eg school lunches, camp, learning spaces etc | Head, teachers and children | Ongoing |
| Pupil conferences | Teacher, child | Ongoing |
| Class Dojo/Eschools | Teacher, child, parents | Ongoing |
| School surveys and questionnaires | SLT, parents, children | 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. This will establish the Individual Provision Map. Please see our SEN Policy for further details.

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

* Communication and Interaction – meetings with parents, specialists and professional services eg ASD team, CAMHs, social care, out of school learning, meet and greet, social skills groups for interaction and understanding, social and emotional literacy pieces of work implemented from other professional advice (speech & language, Educational Psychology etc), AAC, visual and makaton implementation, contribution to meetings, reasonable adjustments for inclusion, preparation, passports, transition work
* Cognition and Learning – Improving learning environments, eg development of learning spaces to address barriers and difficulties of different learners (eg sensory needs),in school assessment for learning barriers and onward referral, out of school learning, co-operative working with partner school, enrichment visits out of school and visitors to school, support from Educational psychology, ASD casework support, Cognition & Learning team advice, embedding Growth mindset/Building Learning Power, embedding Inquiry learning, specific learning difficulty resourcing/strategies, staff tool kits for dyslexia, mathematical difficulty
* Social, Emotional and Mental Health – Educational psychology, Embedding of TIS (trauma and Mental Health Informed Schools), Growth mindset/Building Learning Power, drawing and talking therapy and in-school coaching and talking interventions, nurture provisions, individualised SEMH input, support of Anxiety and anger, social interaction, CBT based work, toolkits for staff, work with the Education Mental Health Practitioner
* Sensory and/or Physical Needs – Light and dark areas for sensory difficulties and calming, garden, individual curriculum, out of school learning and implementation of Occupational Therapy plans, provision for sensory and physical needs, heavy work, sensory alerting/calming, adaptive resourcing

During the 2021/22 academic year, we have had 33 Children/young people receiving SEN Support, three children with EHC plans, and up to 23 children ‘On Alert’ during the year, at various times.

We monitor the quality of SEN 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 and individualised intervention - pre-teaching, revision or work in preparation for transitions, academic and closing the gap work, implementation of individual curriculum, individualised sessions for SEMH etc.

We measure the impact of this provision by assessing academic 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. We continued to embed ‘Trauma and Mental Health Informed Schools’ (TIS) practise, and most staff have received further training for mental health support online, during the past year.

**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
* To work as part of the teaching team in their classes
* Speech and language input
* Occupational Health plans
* Intimate care plans
* Delivery of individual curriculum
* Mediation for social interaction and less structured, social times
* Support of enrichment activities and visits
* Breakfast and after school clubs
* Professionals meetings for children with EHCP, TAC meetings and transition arrangements
* To promote independence, confidence, sense of safety and security via strong, nurturing relationship with all children
* To encourage inclusion and offer challenge through high level questioning, open ended, thought provoking engagement
* To liaise with setting at times of transition to Boskenwyn

We monitor the quality and impact of this support by assessing academic, social and emotional improvement and by addressing cpd needs of individuals/teams.

**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
* Sensory and Physical needs resourcing
* Staff training – mostly remote training
* Individual curriculum provision
* Development of staff skills for Social, Emotional and Mental Health difficulties
* Embedding of SEMH strategies in school
* Focus on sensory needs and environmental factors
* Support for adaptations and inclusion in extra-curricular experiences
* Support of development of the role of Senior Mental Health Lead
* Support of development of SPACE (Supporting parents and children emotionally) to support emotional resilience of parents and children
* Inclusion for non-class based activities eg breakfast/after school care and clubs

**Continuing Development of Staff Skills:**

|  |  |  |
| --- | --- | --- |
| **Area of Knowledge/Skill** | **Staff Member** | **Training Received** |
| **Teaching and Learning** | **EY, KS1 and KS2 staff** | **Ongoing Inquiry based approach****New curriculum development** |
| **Safeguarding** | **All staff****AL** | **Safeguarding in relation to Covid****Safeguarding update Nov 21 and March 22****DT meetings for CIC and PLAC** |
| **Whole school development** | **All staff****AL** | **Inquiry Based practice** **Autism Champion Training****SPACE (parents and CYP)****Senior Mental Health Lead** |
| **SEND** | **CB, LVK, JW****NB, CB/LVK****AL**  | **Speech, Language and Communication Needs training – AAC, symbol and Makaton****Effective communication and visual strategies****Sensory Integration difficulties****Makaton****Tics and disorders****Mental Health and well-being** **ARFID****Eating Difficulties****Anxiety****Dyslexia input****Supporting girls’ friendships** |

Much staff training this year has continued to be remotely accessed seminars, summits and conferences due to on-going pandemic control.

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

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

* Shared opportunity for sailing with Germoe School
* Transition to Secondary settings
* Transition discussions/meetings with feeder nurseries and Zelda school for our younger children, and other primaries when children transfer
* Enhanced transition arrangements for some children with Special Educational Needs and EHCP
* Induction mornings/afternoon/days for children making transition to Boskenwyn from other settings
* School-based camp for Y2 and Y3/4 and residential camp for Y5/6 in the summer term
* STEM projects eg Green car initiative for Y5/6 and competition with other schools

This year, 2 children requiring SEN Support came to us from our partner schools and four with EAL joined us. Two children on our Record of Need transitioned to other schools in the summer term and one into Elective Home Education. Five Y6 children on the Record of Need transitioned to secondary, including One of our three children with Education, Health and Care Plans. Children on our Record of Need in 2021/22 transitioned to Helston Community College, Penryn and Mullion Secondary schools.

We ensure that transitions are smooth and for our younger children – We have a mixed YR/1 class, new reception children are involved in whole school events throughout the year and quickly find their feet after the initial transition visits.

We help existing children to move positively from class to class during transition visits to their new class, to meet the children and adults that will be working with them in the new Autumn term. However, we are a small school and everybody learns and plays together though out the school year, so end of year transitions throughout the school are seamless.

The transition from year 6 to secondary school is supported through afternoon visits based on subject areas across the months leading up to the transition to secondary and with day visits during the summer term. Staff from the Secondary schools often visit the children in the last term at Boskenwyn School.

For children with SEN, we usually take more time to prepare for change and allow children to settle into the changes ahead, at their own pace. This usually includes enhanced transition if a child needs additional or extended support, and transition passports to help children to feel confident that staff will understand and meet their needs. It is expected that enhanced support will be provided by the Secondary schools for incoming Y7s in September 2022. Liaison between the schools’ Special Educational Needs Co-ordinator and teachers will ensure important information is shared, to ensure the needs of the child are met.

Usually, parents are included in this process through open days, parents’ evenings, communication and discussions with staff regarding their child’s needs and how they will be met in the next class or onward setting.

**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, and via our Accessibility Plan, which is part of the Equality Policy. 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.corwall.sch.uk

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

**What parents have said about our SEND provision:**

Thank you, you really have been so brilliant ……….. and I do so appreciate your dedication to ensuring everything is going as smoothly as it possibly can.

I can see you understand things really well and am really pleased S has you understanding him at school.

The staff are such ‘enablers’.  Their positivity is fabulous (comment about Rosemullion Class)

Thanks to you and his other teachers for all your help and support.

I would like to thank you and the school for being so welcoming to the MHST. I also was impressed by your dedication towards creating a well-being focused environment within the school.

Rachel Chevill MHST Team Manager for Kerrier, Restormel, Penwith and IOS Mental Health Support Team

You have been a great source of support and we greatly appreciate your efforts with all of this. I know you've worked very hard to help X.

**Other relevant information and documents:**

The Designated Safeguarding Lead in our school is Miss Paula Blackburn, Head.

Deputising Safeguarding person is Mrs Denise Rusga, Y2 teacher.

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 Accessibility Plan is available on our website – please see the Equality Act and Accessibility Plan. Please see the SEN Policy ‘What are our statutory duties in relation to accessibility?’ The Equal Opportunities and Anti-Discrimination Policy is also on the 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. Both documents offer parents further information, links and avenues of support.

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 July 2022

Report by Angie Larcombe Date: July 2022