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Dedicated time weekly: 2 days

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Name of SEN Governor: Rebecca Brewer & Libby Bruce

## **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....
- ✓ 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 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	All pupils	Daily
Parents’ Evenings/reports	All pupils	Annually
Home-School Book	Individual children	Daily
Individual Educational Plan Meetings	Pupils on School Record of Need & Parents	Termly
Assess, Plan, Do, Review meetings	Pupils on School Record of Need/Interventions	Half Termly
Team Around the Child/Family Meetings	Individual pupils	6 weekly
General SEN Meeting	All parents	Annually



## **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...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 – Details of Provision
- ✓ Cognition and Learning – Details of Provision
- ✓ Social, Emotional and Mental Health – Details of Provision
- ✓ Sensory and/or Physical Needs – Details of Provision

During the 2016/2017 academic year, we had 36 Children/young people receiving SEN Support and 4 children/young people with Education, Health and Care Plans or Statements of Educational Need.

We monitor the quality of this provision by Pupil Conferencing; Learning Walks; Lesson Observations; Book & Planning Scrutiny

We measure the impact of this provision by Half Termly Quantitative assessment and ongoing qualitative assessment.

## **Support Staff Deployment:**

Support staff are deployed in a number of roles:

- ✓ Support in the classroom
- ✓ 1:1 Provision
- ✓ Small Group Intervention
- ✓ Playground Support
- ✓ Lunchtime Support
- ✓ Breakfast Club
- ✓ After School Club
- ✓ PPA Cover (HLTAs)
- ✓ First Aid
- ✓ Thrive

We monitor the quality and impact of this support by Observations; Book & Planning Scrutiny; Pupil Conferencing; Learning Walks; Performance Management.

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

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:

<u>Area of Knowledge/Skill</u>	<u>Staff Member</u>	<u>Training Received</u>
Visuals Training	KS1 Teachers and TAs	Understanding and using visuals in the classroom
SEN Code of Practice	SENDCO	Delivering Outstanding SEND Provision

We monitor the impact of this training by monitoring teaching and learning.

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

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

- ✓ Transition to Secondary School including mainstream and ARBs.
- ✓ Transition into Nursery from the CDC or from home.
- ✓ Transition into Reception Class from Independent Nurseries.

This year, 2 children/young people requiring SEN Support, with 0 children/young people with Education, Health and Care Plans or Statements of Special Educational Need. 5 children/young people on our Record of Need in 2016/17 made a successful move to secondary school.

We ensure that the transition from Nursery to Reception is smooth by weekly transition times during the summer term.

We support the transition from each year group to the next by holding a Transition Week at the end of the summer term. Receiving teachers meet with the previous year groups staff to hold a 'hand over' meeting ensuring key information is shared.

The transition from year 6 to secondary school is supported through

- Taster Days at the Secondary School
- Meeting between St Catherine's staff (SENCO & Year 6 teacher) and receiving schools staff to discuss individual needs.
- The passing on of all SEN files to the receiving schools.
- All pupils with an EHCP have an individual Transition Plan

Parents are included in this process through general SEN meetings throughout the school year.

## 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.

## Our complaints procedure:

Anyone wishing to make a complaint with regard to SEN support and provision should follow the procedures listed on the School Website.

# St. Catherine's C of E Primary School



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

The Designated Safeguarding Lead in our school is Mrs Louise Hussey

The Designated Children in Care person in our school is Mrs Louise Hussey.

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.

The School Development plan can be found on our website.

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

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