



Name of SENDCo: Camilla Carter

Dedicated time weekly: 2 days

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Director for Inclusion: Sue Costello

Name of Hub Councillor with SEN responsibility: Leanne Bawden

### **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 non-negotiables.

### **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 following the SEND flow chart.
- ✓ 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 are on our Record of Need.

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

- ✓ Class teacher refers to SENDCo
- ✓ 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 scheme (can be accessed via our website).

### **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 teaching staff- open afternoons and ongoing throughout the school day.	Autumn and Summer term
Parents’ Evenings	All teaching staff	Autumn term



Pupil's Reports (Parents comment on their child's school report)	All teaching staff	Spring term
Open Sessions (Nursery & Reception)	EYFS teaching staff	Half-termly
Home-School Book	Any staff member as appropriate	For specific children when required
Assess, Plan, Do, Review meetings	All teaching staff	Termly
Pupil conferencing	SLT	Half Termly
Parent's involvement through joint creation of IEP's with class teacher for targets set for both school and home.	Class teachers	Termly
Open door policy	All staff	Ongoing
In school monitoring	SLT and Heads of schools from Hub Schools	Termly

### **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 SENDCo 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 included:

- ✓ **Communication and Interaction**
  - Ongoing Speech and Language assessments, targets and intervention from Speech and Language Therapist.
  - Makaton training for Early Years staff.
  - Support from Teacher of the Deaf.
  - Colourful semantics.
  - Daily differentiated phonic sessions including rapid phonics.
  - Use of PECS with individual children.
  - Support from the Dyslexia Service to support children following Dyslexia Screenings.
- ✓ **Cognition and Learning**
  - Additional opportunities to give their views about their needs and support approaches to be put in place through use of a 'One Page Passport'.
  - The setting to raise and discuss concerns with the pupils parents/carers and work in partnership involving them in planning support approaches.
  - An appropriately differentiated curriculum to take account of individual needs.
  - Focused small group support for literacy and/or numeracy.
  - Special arrangements in place for testing and assessments when required.
  - Close home-school links, so that school staff are aware of any changes in home circumstances that may impact on learning.
  - Educational Psychology service; teacher drop in session and individual support.



- Dyslexia training for Teaching Assistants.
- The explicit teaching of independent learning skills through the provision of learning tools such as of ICT, TEACCH trays, visual timetables/prompts, alternative methods of communication such as Makaton and PECS.

✓ Social, Emotional and Mental Health

- Training in Trauma Informed Schools
- A personalised curriculum and structured activities at different points in the week.
- Adaptations to the learning environment and timetable to reflect and support the needs.
- Social skills groups, Circle of Friends, calming time at the beginning of the school day or at a point of transition e.g. after lunchbreak.
- Access to a calm area when needed.
- PSA Sarah Chown to offer intervention and support to parents.
- Draw and Talk delivered by specific staff.
- Circle of Friends intervention led by an Educational Psychologist.

✓ Sensory and/or Physical Needs

- Physical Disability advisor to support with ICT software, fine motor skills and classroom layout /access.
- Funfit intervention.
- Balanceability (Reception).
- 'Go Active' (Nursery up to Year 6).
- Bike Ability (Year 5).
- Occupational Therapist in to advise and support with adaptations of school building.
- Physiotherapist support for equipment.
- Use of local hydrotherapy pool and Aspire Gym.
- Manual handling training for necessary staff.
- Including disability within PE sessions training (use of specialist trike etc).

During the 2017/2018 academic year, we had 43 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 through termly provision maps and intervention assessments and standardised intervention tracker across the school. We have regular lesson observations and monitoring visits from school within the Academy Trust and part of the focus of these visits is to ensure standardised, high quality provision.

We measure the impact of this provision through classroom monitor % progress and track termly linking progress made to provision maps produced by the class teacher.

From our most recent Ofsted inspection (February 2017) it states;

'Leaders with responsibility for pupils who have special educational needs and/or disabilities are particularly strong. They call on specialists to advise when necessary and help teaching staff to best meet this group of pupils' specific needs. As a result, pupils who have special educational needs and/or disabilities make strong progress both academically and in their personal development.'



### **Support Staff Deployment:**

Support staff are deployed in a number of roles:

- ✓ Whole class support, small group support, 1:1 support.
- ✓ Involved in planning and assessment.
- ✓ Lead planned interventions.
- ✓ Behaviour support.

We monitor the quality and impact of this support by performance management, impact for data tracking meetings, observations, monitoring visits, regular training and access to in house Aspire Training.

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

The funds for SEN were 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>
Social, Emotion, Mental Health	Jennie Coe	Anxiety training
Manual Handling	Jack Walker Nerys Matthews Sue Prescott	Team Teach
Physiotherapy/ Occupational Therapy	Amanda Philp Chris Kendall	Ongoing support/ training
SALT	Teachers / TAs	Ongoing support with delivering SALT to individual children
Cognition and Learning	Whole school (Teachers and TAs)	Listening for Learning (Hearing Support Team)
Sensory / Physical	Kylie Evans	Sensory workshop

Whole school training this year has included Inclusive Physical Development training, ICT, Mastery in Maths, Safeguarding and Well Being training.

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

We ensure that the transition from Nursery to Reception is smooth by transition sessions in the summer term, we have a staggered start and invite children to stay for lunch with their parents. Children from our nursery attend some appropriate assemblies. If children attend an external nursery the teacher will visit the children in their setting. During the summer term the parents of the children are invited to a 'Welcome Meeting' and individual parent meetings. Information packs are also given out prior to their child starting school.



We support the transition from Reception to Year 1 by working closely through-out the year to ensure the children are familiar with adults within KS1. KS1 have trips and events together. During the summer term we have planned transition sessions.

We help children to make the move from Year 2 to 3 by planned transition sessions. The Year 3 teacher also holds extra-curricular sporting activities for the Year 2 children.

The transition from Year 6 to secondary school is supported through visits to the local secondary schools early in the Autumn term. Children then visit their chosen school twice in the summer term. There are many combined workshops with the local secondary schools.

For children/young people with SEN, they are offered a further transition session by the local secondary schools. Additional meetings are made between Year 6 teacher, SENDCo and secondary school staff for handover. The SENDCo also attended a TAC meeting for a child joining reception to ensure a smooth transition was managed well.

Parents are included in all transition processes by being invited to a welcome meeting with their child's new class teacher where relevant information is shared and there is time for discussion and questions. Year 5 & 6 parents are invited to open evenings at all local secondary schools in the Autumn term and are invited again to their child's chosen school in the summer term. Additional meetings are held if required.

#### **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 and through our ASPIRE accredited Charter Mark.

#### **Our complaints procedure:**

Anyone wishing to make a complaint with regard to SEN support and provision should initially go to the class teacher. If this is not appropriate then a meeting should be arranged with the SENDCo.

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

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

The Designated Safeguarding Lead in our school is Helen Bingham.

The Designated Children in Care person in our school is Kylie Evans.

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