



Tywardreath School

Name of SENCo: David Gilbert

Dedicated time weekly: 2 days

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School Offer link: <https://tywardreathschool.org.uk/teaching-and-learning/send/>

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 quantitative and qualitative half termly assessments.
- ✓ 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 statements) are on our Record of Need.

How we identify children that need additional or different provision:

- ✓ Ongoing curriculum assessments
- ✓ Half termly data to track progress
- ✓ Pupil progress meetings where the class teacher, SENCO and senior team leader discusses pupil progress, interventions and impact.
- ✓ Class teacher refers to SENCO – identify their needs and track them on class ‘On Alert’ lists for a minimum of 6 weeks, plan and deliver necessary interventions and provision tailored to their needs in order for them to ‘catch up’, monitor and assess their progress, consider transition from ‘On Alert’ to ‘SEN Support’ if they are not making necessary progress and have a particular area of need, further assessments by specialists, including those from external agencies carried out and an action plan put in place.
- ✓ 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 and their parents:

<u>What</u>	<u>Who</u>	<u>When</u>
Informal Discussions	Class teacher, teaching assistant, SENCO and Principal	Ongoing when required
Parents' Consultations	Class teachers, SENCO, parents and pupils	Termly
Home-School Book	Individual children, teacher, teaching assistants and parents	Daily
Assess, Plan, Do, Review meetings	Class teachers, SENCO, parents and children	Termly
1:1 Pupil Coaching	Class teacher and individual pupils	Half termly
Annual Reviews	Class teacher, teaching assistant, SENCO, parents, principal and outside agencies	Annually
Team Around the Child/Family meetings	Class teacher, teaching assistant, SENCO, parents, principal and outside agencies	When required
Pupil Parliament	Pupil representatives, teacher and Principal	Weekly
Pupil voice	Children, teachers, Senior leaders, governor	Termly

The Assess, Plan, Do, Review Cycle:

For children on our Record of Need, an Assess, Plan, Do, Review cycle will be established by the SEN Co-ordinator in partnership with the child, their parents and the class teacher. Please see our SEN Policy for further details.

This year, provision made for children on our Record of Need has been:

- ✓ Communication and Interaction:
 - Speech and Language Therapy and related interventions, Makaton Signing, communication book, Clicker 5, use of technology to support individual needs in class, ASD support from external agencies, social skills support, alternative augmentative communication aids and visual timetables and support.
- ✓ Cognition and Learning:
 - Educational Psychologist visited regularly to assess individual child's needs and created an action plan with suggested strategies to use in class to support them, pre-teaching and re-teaching of knowledge and skills learnt in lessons in small group interventions, memory workshop to develop strategies to improve short term memory, phonological awareness intervention on a weekly basis for extra support with reading and spelling, Precision teach interventions, small group interventions in maths and English, undertaken Dyslexia Screening Tests to identify specific areas of need in Literacy, sent home additional homework for parents to support and consolidate their learning at home.



Tywardreath School

- ✓ Social, Emotional and Mental Health:
 - Thrive assessments and action plans for individual children, daily 'meet and greet' sessions for vulnerable children, key people assigned to children with social and emotional needs as a first point of contact, behaviour for learning individual reward systems, quiet areas provided for children, involvement of Behaviour Support to evaluate strategies in place for specific children and complete observations, Thrive room, structured lunch time support and social stories used for social skills.
- ✓ Sensory and/or Physical Needs –Fine motor and handwriting interventions, multi-sensory teaching strategies, fine and gross motor skills activities and interventions, Occupational Therapy support as well as referrals and physiotherapy support and staff cpd.

During the 2016/2017 academic year, we had 23 children/young people receiving SEN Support and 5 children/young people with Education, Health and Care Plans or Statements of Educational Need.

Year	SEN Support	EHCP
EYFS	5	1
1	1	2
2	1	
3	3	
4	6	
5	1	
6	1	2
Total Number	18	5

We monitor the quality of this provision by:

- Setting SMART targets
- Reviewing class and individual provision maps
- Monitoring Teachers planning, pupils work and learning environments
- Pupil voice
- Lesson/intervention observations
- Learning walks

We measure the impact of this provision by:

- Analysing pupil progress data
- Review targets and provision during Assess, Plan, Do, Review meetings
- Pupil progress meetings



Tywardreath School

Support Staff Deployment:

Support staff were deployed in a number of roles:

- ✓ Learning support in Classrooms
- ✓ 1:1 pupil provision
- ✓ Small group intervention
- ✓ Playground support
- ✓ Lunchtime support
- ✓ Breakfast club
- ✓ PPA cover
- ✓ First aid
- ✓ Swimming support
- ✓ Support with educational visits/residential trips
- ✓ Creating practical learning resources and provisions such as visual timetables, individual behavioural systems etc.

We monitor the quality and impact of this support through our school monitoring system and staff performance appraisal. This includes personal target setting, regular reviews, observations and pupil voice.

Distribution of Funds for SEN:

This year, the budget for SEN and Inclusion was £16,845.38 (TBC)

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>
The new SEN code of practice	SENCO	Implementing the COP
Behaviour management	Principal/Assistant Principal	Behaviour policy reviewed
Dyslexia support	Dyslexia adviser SENCO	Improving provision for pupils with dyslexia
Pupil Asset training	Principal/Assistant Principal Class teachers	Introduction of whole school data tracking system and teaching and learning assessment tool
Thrive introduction	Executive Principal	Thrive, What is it?
Thrive online assessment training	All teachers	How to create individual and small group action plans
Thrive training	Julie Harmison 2 Teacher and 2 Teaching Assistants	10 day training to become Thrive practitioners
Communication and Language	All staff	Makaton training



Tywardreath School

Provision mapping	SENCO	Application and reviewing of provision maps
Effective marking and feedback	Teaching and Learning Lead	Implementation and monitoring of marking and feedback policy
Forest school Training	Teaching Assistant	Support forest school across the school
Pupil coaching training	Principal/Assistant Principal	Implementation of 1:1 pupil coaching
Team Teach	2 staff members	Practices and protocols
Safeguarding	Principal	Implementing and review safeguarding procedures
Thrive – stress and anxiety	Thrive lead	Strategies to support stress and anxiety
Precision Teach	Educational Psychologist All Teaching Assistants	Training to deliver Precision Teach
National award for SEN coordination	Plymouth University SENCO	Masters level accreditation about being and an effective SENCO
Boys writing	Dandelion learning	Exciting ideas to encourage writing
Mastery maths	SLT member	Developing mastery and understanding in maths
Outdoor learning	Cornwall Outdoor Learning All staff	How to implement outdoor learning into the curriculum safely
SEN monitoring	Educational Psychologist All staff	Monitoring of provision and areas to improve for pupils with SEND

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:

- ✓ SEN Network meetings
- ✓ Visit nurseries and Early Years settings to meet new intake, meet with parents of children with SEN to assess their needs and make plans for appropriate provision in the new academic year.
- ✓ Transition days, both to and from Tywardreath school
- ✓ Providing opportunities for curriculum days and include children with SEN
- ✓ Working with other schools within our trust

This year, 8 children/young people requiring SEN Support came to us from our partner schools, with 1 child/young person with Education, Health and Care Plans or Statements of Special Educational Need. 3 children/young people on our Record of Need in 2015/16 made a successful move to our partner schools.

We ensure that the transition from Nursery to Reception is smooth by visiting all the Early Years settings where our new intake are based, completing informal observations, meeting with parents and addressing any concerns. We make sure we implement necessary provision to support any individuals with specific needs, before they start in the new academic year.



Tywardreath School

We support the transition from year group to year group by organising early transition opportunities for those children who need it, in addition to the 'whole school' transition process. For children with SEN, transition is individualised for those who need it and can include, home and pre-visits to the new learning environment, social stories about moving to the next class, additional opportunities for children to bond with the new teachers and teaching assistants, summer postcards and transition books of new teachers, teaching assistants and children, which can be taken home during the summer holidays.

The transition from year 6 to secondary school is supported through sharing important SEN information and data, including previous and current provision maps/targets, list of interventions undertaken, involvement of external agencies and opportunity for children to visit their new school on more than one occasion, getting to know daily routines, the areas of the school, etc.

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 Academy Improvement Plan, which includes our SEND Development/Action Plan.

Our complaints procedure:

Anyone wishing to make a complaint with regard to SEN support and provision should refer to our complaints policy on our website.

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 Mrs C McColville

The Designated Children in Care person in our school is Mrs C McColville

The Local Authority's Offer can be found at www.cornwallfisdirectory.org.uk

Our Accessibility 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.