



# Carclaze Primary School

## SEND Report 2016-2017

Name of SENDCo: Janet Bond

Dedicated time weekly: 28 hours combined

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Contact Phone Number: 01726 74194

Name of Governor with SEND responsibility: Kevin Johns

### **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 SEND.
- ✓ An inclusive, differentiated and personalised approach to enable all learners, including those with SEND, to engage in all aspects of school life.
- ✓ Regular review of attainment and progress data to inform teaching and provision for all pupils.
- ✓ A commitment to providing an engaging and stimulating learning environment which supports pupils' learning.
- ✓ A whole school commitment to addressing and supporting the development of pupils' social, emotional and communication skills through PSHE teaching and embedding this learning throughout all curriculum areas
- ✓ A commitment to celebrating the strengths and successes of all pupils
- ✓ A commitment to working with and including pupils and parents/carers to ensure the best outcomes for pupils.

### **Our Graduated Response for Learners:**

- ✓ Continual monitoring of the quality of teaching and learning.
- ✓ Allocation of additional resources
- ✓ Targeting of appropriate intervention
- ✓ 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 the "assess, plan, do, review" cycle.
- ✓ With parental support, referral to involve additional screening, support services or expertise.
- ✓ Consideration of application for Education, Health and Care Plan.
- ✓ All children/young people identified as requiring SEND 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:**

- ✓ Parents shared concerns
- ✓ Class teacher referral to SENCO -
- ✓ Ongoing curriculum assessments
- ✓ Tracking progress using data
- ✓ Further assessments by specialists, including those from external agencies

We take a holistic approach towards a pupils' development and well-being. Our pastoral support arrangements for supporting the emotional and social development of all children/young people, including those with SEND, is set out in our School Offer. Our measures to prevent bullying can be seen in our Anti-bullying scheme (located on 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 with parents	All teaching staff-	On request -throughout the academic year
Parents' Evenings	All teaching staff	Autumn/Spring term
Parent Questionnaires	Senior leadership Team/curriculum leads	Annually
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	Termly
Parent's involvement through joint creation of IEP's with class teacher for targets set for both school and home.	Class teachers	Termly
Pupil Council	Assistant Head Teacher Amanda Colwill	Weekly

### **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 SEND Policy for further details.

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

- ✓ **Communication and Interaction**
  - Ongoing Speech and Language assessments, targets and intervention from Speech and Language Therapist and daily sessions with our trained Speech and language assistants.
  - Training in using alternative communication aids for specific teaching assistants.
  - Pre-teaching of language or new concepts
  - Support & intervention from the Autism Champion

- Support from the Autism Advisory team
- Whole school emotions coaching approach
- Thrive plans to develop emotional literacy
- Social skills groups
- Phonological awareness intervention
- Daily differentiated phonic sessions including rapid phonics.
- Task boards, spot timers, Now and next boards and traffic lights
- Use of IT and memory tins
- Additional adult support

### ✓ Cognition and Learning

- Educational Psychology service; teacher drop in session and individual support.
- Dyslexia training for Teaching Assistants and teachers
- Coloured paper, filters, reading rulers, pencil grips
- Movement breaks and multi-sensory teaching
- Additional response times.
- Memory games and specific teaching of memory strategies
- individualised plans and provision as required
- Pre-teaching and over learning.
- Precision teaching of focus spellings
- Phonic mats, topic word mats, task boards, number lines, ladders, squares and concrete resources such as counters etc.
- Visual timetables
- Task boards
- Use of Numicon
- Rapid intervention with Teaching assistants or teachers
- Advice from Educational Psychologist implemented
- Educational Psychologist cognitive assessments

### ✓ Social, Emotional and Mental Health

- Thrive
- Whole school emotions coaching approach
- Learning mentor/Counsellor Mrs Lenz-Williams
- Draw and Talk/ Sand Tray therapy
- Circle of Friends
- Social and emotional groups
- Access to calming areas/ Calming resources
- Calming ladders
- Use of cartoon conversations
- A restorative approach to problems
- Movement breaks
- Learning broken into short burst activities.
- Advice implemented from Educational Psychologist
- Individualised behaviour plans
- individual risk assessments

✓ Sensory and/or Physical Needs

- Physical Disability advisor to support with ICT software, fine motor skills and classroom layout /access.
- Funfit intervention
- Occupational Therapist in to advise and support with adaptations of school building.
- Physiotherapist support for equipment
- Manual handling training for necessary staff
- Access to manipulatives, chewelry, wobble cushions
- Access to proprioception movement breaks
- Sensory club
- =Advice from the Visual impairment support service.
- Implementation of OT sensory diets
- Access to quiet area/calming space
- Implementation of physiotherapy or OT exercises
- Fox Denton Chairs, Breezi Chairs, Peanut balls,
- Individual Health Care Plans
- Individual Risk Assessments
- Individual emergency evacuation plans

During the 2016/2017 academic year, we had 48 Children/young people receiving SEND Support and 8 children/young people with Education, Health and Care Plans or Statements of Educational Need.

We monitor the quality of this provision through termly reviews and intervention assessments and standardised data tracking across the school. We have regular lesson observations and monitoring visits from school within the Trust and part of the focus of these visits is to ensure standardised, high quality provision.

We measure the impact of this provision through school's data tracking system and track progress termly using the data to inform 'Next Step' meetings, pupil progress meetings, and ensure targets are linked to this ongoing process. We also measure the impact of Thrive using the online assessment tool.

**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.
- ✓ Specialised provision Eg Speech and language, Counselling

We monitor the quality and impact of this support by performance management, impact for data tracking meetings, observations, monitoring visits and regular training.

**Distribution of Funds for SEND:**

The funds for SEND were allocated in the following ways:

- ✓ Support staff
- ✓ External Services (See School Offer)
- ✓ Teaching and Learning resources
- ✓ Physical resources
- ✓ Staff training

### **Continuing Development of Staff Skills: 2016-2017**

- Safeguarding training: all members of staff
- Paediatric first Aid 15 Teaching Assistants/Learning Support Supervisors
- Allergy awareness/ anaphylactic shock/Epi pen awareness 10 teachers and learning support assistants
- Supporting children with social and communication difficulties 1 teaching assistant
- Supporting Children with communication needs working at P1-P3 1 teaching assistant
- Swallowing Risk Training 4 members of Staff
- Feed Tube Training 4 members of staff
- Scope Manual Handling Training 4 members of staff
- Alternative Augmentative Communication Training 1 member of Staff
- Diabetic awareness training 3 members of staff
- Epilepsy awareness training 3 members of staff
- Supporting children with a visual impairment 1 teaching assistant
- Memory workshop 2 members of staff
- Understanding and Implementing Thrive all teaching Staff and Teaching assistants
- Supporting children with Dyslexia in the classroom all staff
- Read, Write, Inc Training all staff
- Autism Champion Mentoring 1 member of staff

### **Partnerships with other schools and transitions:**

We ensure that the transition from nursery settings and child minders to Foundation Stage is smooth by regular transition sessions in the summer term. Foundation teachers and the SENDCo and SEND support staff visit nurseries to visit any children who have been identified as children who will need additional support. We have an open evening for parents during the Summer Term where the Senior Leadership team and the SEND team are available for discussions and appointments. All parents with pupils starting in Foundation Stage are invited to an individual meeting with the class teacher and the pupil is shown where to put their coat, their bag and how to self-register by their teacher. The SENDCo liaises regularly with the Early years Inclusion team including the Early years area SENDCo and any outside professionals such as Occupational therapists working with children who will be starting in Foundation Stage.

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 between year groups by planned transition sessions.

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.

Children/young people with SEND are offered a further transition session(s) by the local secondary schools. Additional meetings are made between Year 6 teacher, SENDCo and secondary school staff for handover.

For transitions both between schools and year groups, for children who may find transition challenging, we support children to create transition booklets, which are then taken home over the Summer to help the children prepare for the new academic year or school.

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.

#### **Ongoing development:**

We work hard to ensure that any areas of SEND which can be improved are identified and that strategies are put in place to make those improvements. We do this through our School Action Plan, which integrates the Key foci of the SEND Development/Action Plan.

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

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

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

The Designated Safeguarding Lead in our school is Simon Pollard.

The Designated Children in Care person in our school is Simon Pollard.

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

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

Our SEND 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.