

SEN Information Report 2017-18

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School offer link: <http://www.indianqueensschool.org/info/special.html>

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. Reasonable adjustments are made where necessary to enable all pupils to participate in all areas of school life.

Our Graduated Response for Learners

- Continuous monitoring of the quality of teaching
- Identifying and tracking the progress of children/young people who require support to 'catch up'.
- Identification of children/young people requiring SEN support and initiation of the "assess, plan, do, review" cycle.
- Consideration of application for Education, Health and Care Plan in consultation with the Local Authority if needs are persistent, long term and severe.
- 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.
- Planning is adapted to meet the needs of the learners as individuals and personalised timetables are offered when appropriate based on the child's needs.
- Outside agencies are asked to come in to school to support the staff, children or parents for specific reasons such as Speech and Language, Occupational Therapy and Mental Health.

Areas of Special Educational Need

The areas of Special Educational Need are categorised into 4 key areas as follows:

- Communication and interaction
- Social, emotional and mental health
- Sensory and or/physical
- Cognition and learning

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

- Ongoing curriculum assessments and progress tracking data are reviewed at termly Pupil Progress Meetings between class teachers and the School Leadership Team.

- Concerns raised by class teachers or parents are shared and discussed with the SEN team. They then decide upon the next steps, in consultation with parents, children and teachers.
- Further assessments by specialists, including those from external agencies, are organised according to need.

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:

What	Who	When
Pupil Voice – pupil conferencing, weekly class conference, class worry boxes, School Council	Class Teachers, Support staff and SENDCo	Class conference weekly. Pupil conference at least half-termly. Class worry boxes checked weekly. School council meets half-termly
Peer mentoring – 'buddy' systems used in lessons and also during learning breaks	Children – with each other	Learning partners – ongoing Buddy system used as and when needed
Every child has at least 2 named 'Trusted adults'.	Staff members that children have chosen to support them if they need help. These people could come from any area of the school. All adults are available to any child who asks for their help. (All staff are trained in Safeguarding and Child Protection procedures)	2 adults named by every child each year. List held centrally.
Transition to new classes - pupils name 3 children who they would like to have with them in their next class. They are guaranteed to have at least one of them.	All children	Each summer
Specialists from outside agencies brought in to support children for specific issues	Eg Penhaligon's Friends (bereavement), CLEAR	As needed for specific cases
Parents' Evenings	Parents, class teachers and SENDCo	Twice a year
Home-School Book (in some circumstances)	Parents/carers and classroom staff	Daily as agreed between parent/carers and class teacher
Structured conversations to discuss ISPs, needs and progress (Assess, Plan, Do, Review)	Parents/carers, teacher and/or SENDCo	Half-termly / 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 the 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

- Speech and Language Therapy interventions – regular visits from SALT professionals to work with children and parents.
- Socially Speaking intervention to enable children to build on their skills in a nurturing, small group environment
- Opportunities to develop communication skills in school productions and termly class assemblies
- The use of visual prompts such as visual timetables and traffic lights cards.
- Staff learning Makaton to support specific needs. All TAs trained in developing vocabulary from a Speech and Language Therapist
- Alternative ways of recording learning – for instance the use of talking tins, video, adult scribing and photos.
- Good practice in teaching, for example the use of clear unambiguous language, asking children to repeat back instructions, task management boards, reward systems.
- Clubs including: football, netball, construction, performing arts, board games, sewing, cooking, art and craft, computing and film club.

Cognition and Learning

- Phonological awareness interventions
- Every Child a Reader and BRP reading programmes
- Graded maths challenge
- TA support for children who need extra support with their learning, including adult support for children who need 'catch up' opportunities
- Dyslexia screening
- Precision teaching
- Memory games to promote a stronger memory

Social, Emotional and Mental Health

- Thrive ethos and approach used throughout the school
- Thrive room for time out and nurture
- Socially speaking intervention
- Extra play based opportunities to boost emotional wellbeing
- Trusted adult support for children needing emotional support for any issues
- Personalised timetables used to meet children's needs

Sensory and/or Physical Needs

- Fun Fit programme
- Personalised sensory diets
- Access to sensory objects such as stress relievers, chewlery, wobble cushions and heavy muscle work opportunities.
- Regular physical breaks for children who need a break in between lessons.

We monitor the quality of this provision by meeting regularly with the parents, discussing issues or needs as they arise, liaising with class teachers and support staff, monitoring interventions and planning, regular training updated across the school. We monitor data by a whole school tracking system, P scales – Small steps documents where necessary and the EYFS profile. Termly progress meetings review and update parents, staff and children on their progress and next steps.

We measure the impact of this provision by looking at data from across the school, talking to children and parents, assessments from outside agencies such as Speech and Language, learning walks and monitoring visits.

Support Staff Deployment

Support staff are deployed in a number of roles:

- Meeting children's physical, emotional and basic needs such as toileting and medical interventions, first aid etc.
- Supporting individual children or groups with learning, in class or elsewhere
- Facilitating a personalised curriculum for an individual child as appropriate
- Delivering intervention programmes
- Liaising with parents, 'meeting and greeting' children in the morning
- Lunchtime supervision
- Accompanying children attending sports events, transition visits etc.

We monitor the quality and impact of this support through regular observations, teachers' peer mentoring, in job reviews, and in TA meetings which give them an opportunity to discuss issues, training needs and concerns.

Distribution of Funds for SEN

This was allocated in the following ways:

- Support Staff
- External Services including Educational Psychology (See School Offer)
- Teaching and Learning resources
- Costs related to children attending APAs and alternative settings
- Staff training

Continuing Development of Staff Skills

Area of Knowledge/Skill	Staff Member		Training Record
Safeguarding	All teaching and support staff		Tier 2 safeguarding
Safeguarding	Mrs Scown Mrs Roberts Mrs Clarke		Tier 3 Safeguarding
Operation Encompass	Mrs Scown Mrs Roberts		Operation Encompass
LADO Training	Mrs Scown Mrs Roberts		LADO Training
Autism Champion	Mrs Clarke		Autism Champion Course
Autism	All teaching staff		Autism awareness
Emotional First Aid	All Teaching and support staff		Emotional First Aid – Sarah Pike
Social and Emotional Mental Health	All Teaching and support staff		3 sessions CPD training record – P Hermes & A Lobb
Better Reading Programme	All Teaching and support staff, team of volunteers		CPD training record
First Aid	All Teaching and support staff		Paediatric First Aid
First Aid at Work	Mrs Scown Mrs Roberts Mrs Woodard		3 day course and 2 day refresher every 3 years
Manual Handling	Mrs Roberts, Mrs Clarke, Mrs Crowle, Miss Fox, Miss Sabine, Mrs Cavender, Mrs Chapman, Mrs Elder, Mrs Williams, Mrs Luke		1 session – 'Moving and Handling' - Gerald Banks June 2017
Team Teach	Mrs Clarke Mrs Roberts Mr Pond Mrs Woodard Mrs Crowle Mrs Mitchell Miss Firth Mrs Pinn	Mr Cruse Miss Sabine Miss Tullett Mrs Colwill Mr Smith Mr Harding Mr Bicknell Miss Dunster	Team Teach

	Mrs Philp	
Health and Safety	All teaching and support staff	Health and safety
Female Genital Mutilation	Mrs Scown Mrs Roberts Miss Harris Mrs Clarke	FGM online
Prevent	All teaching and support staff	Prevent awareness
Maths Mastery	All teaching staff	Maths Mastery
PE	Mr Cruse Mr Bicknell	Sports Co-ordinators

We monitor the impact of this training through observations, learning walks and job reviews, and by liaising with staff to see how they feel the training has impacted on their practice.

Partnerships with other schools and how we manage transitions

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

- Cluster schools' Heads' meetings
- SEN network meetings
- Transition to secondary school including planned transition visits for the children
- Local schools' sporting and cultural events
- Moderation meetings
- Learning walks in other schools

We ensure that the transition from Nursery to Reception is smooth by having discussions with the pre-school settings, parents and the Reception teachers before the children begin school. This includes a home visit. Children and parents have opportunities to look around the school before the child is due to attend, and transition days are planned into the school calendar.

We support the transition between classes and teachers by planned whole school transition days, regular opportunities for children to speak to other members of staff in school through clubs, assemblies, school visits and camps, as well as incidental opportunities when staff work in each others' classrooms, for example during peer mentoring sessions. Pupil conferencing takes place during the transition period to ensure children have the opportunity to voice any concerns.

The transition from Year 6 to Secondary School is supported through planned transition days. For children/young people with SEN, we plan an enhanced transition which might include extra visits if needed and the creation of a 'social story' photo book to help the child to understand their new setting. Transfer of information meetings between SENDCOs take place, where paperwork is handed over and the needs of the children are discussed. Regular communication takes place throughout Year 6, including Secondary teachers coming to deliver lessons at Indian Queens and there are opportunities for children to attend weekend and summer activities during Y6. Parents are included and supported throughout this process.

Ongoing developments

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 review SEN provision termly with our SEN Governor.

Our complaints procedure

Anyone wishing to make a complaint with regard to SEN support and provision should contact the headteacher.

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

Other relevant information and documents

The Designated Safeguarding Lead in our school is: Mrs Jane Scown

The Designated Children in Care person in our school is: Tracey Clarke

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

Our Accessibility Plan is available on the school website

Our SEN Policy and School Offer (our contribution to the Local Offer) can be accessed 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. www.indianqueensschool.org.uk

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.