Name of SENCo: Angie Larcombe Dedicated time weekly: day

Contact email: alarcombe@germoe.cornwall.sch.uk Contact Phone Number: 01736 763310

Name of SEN Governor: TBC

School Offer link: www.germoe.cornwall.sch.uk

**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 Curriculum Policy, Inclusion Policy and individual Subject Policies

**Our Graduated Response for Learners:**

* Continual monitoring of the quality of teaching and learning
* Identifying and tracking the progress of children/young people that require support to catch up by assessing day to day and implementing TA and teacher support for individual or small group work as applicable, unit assessment and half termly assessment through marking, observations etc
* Identification of children/young people requiring SEN Support and initiation of “assess, plan, do, review” cycle.
* Use of Early Help Hub and outside agencies and professional services to address children’s needs, for example, Speech and Language, Occupational Therapy, CAMHS, cognition and Learning team
* 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.
* All children are reviewed termly for additional needs – and those identified may be registered as ‘On Alert’ on the Record of Need, for further assessment/observation

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

* Class teacher refers to SENCO
* Close parental contact to identify and resolve difficulties quickly
* Termly SEN meetings
* Ongoing curriculum assessments
* Tracking progress using termly data
* 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/young people and their parents:**

|  |  |  |
| --- | --- | --- |
| **What** | **Who** | **When** |
| Informal Discussions  | SENCo, teachers | Ongoing |
| ‘Open door’ policy | Parents, teachers, children | Ongoing |
| Parents’ Evenings | Teachers, parents, children | Twice yearly |
| Home-School Book | Teachers, parents, children | Daily |
| SEN Parents’ MeetingAssess, Plan, Do, Review meetings | SENCo, Teachers, Children, parents | Termly |
| Open afternoons | Teachers, parents, children | Twice yearly |
| School Council | Teacher, children | ongoing |
| Pupil conferences | Teacher, child | Ongoing |
| Class Dojo/Eschools | Teacher, child, parents | Ongoing |

 **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 SEN Co 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 – meetings with parents, specialists and professional services eg ASD team, social care, out of school learning, meet and greet, contribution to TAC meetings, Early Support meetings, Child in Need meetings and family support meetings
* Cognition and Learning – Improving learning environments, eg soft impact lighting throughout school, development of learning spaces address barriers and difficulties of different learners, out of school learning, co-operative working with partner school, enrichment visits out of school and visitors to school, support from Educational psychology, ASD casework support, Cognition & Learning team advice ,embedding Growth mindset/Building Learning Power
* Social, Emotional and Mental Health – Educational psychology, Transfer from Thrive to TIS (trauma and Mental Health Informed Schools), Growth mindset/Building Leanring Power, drawing and talking therapy and in school coaching and talking interventions, nurture provisions
* Sensory and/or Physical Needs – Light and dark areas for sensory difficulties and calming, garden, forest school, individual curriculum with out of school learning and implementation of Occupational Therapy plans, new softer lighting easing visual discomfort

During the 2017/18 academic year, we had 16 Children/young people receiving SEN Support, 4 children ‘On Alert’ and 0 children/young person with Education, Health and Care Plans.

We monitor the quality of this provision by working closely together as a team, with the child/ren and parent/s. We ensure support staff have appropriate skills and training to deliver differentiated intervention - pre-teaching, revision or work in preparation for transitions. We also support children with emotional and social resilience difficulties.

We measure the impact of this provision by assessing academic interventions half termly and progress and attainment termly. Assessment of Emotional and social development has been further developed this year and we are better able to meet the needs of all our children, but especially those with emotional and social difficulties. This year we have moved from Thrive to ‘Trauma and Mental Health Informed Schools’(TIS), which is further enhancing and offers more sustainability for our school .

**Support Staff Deployment:**

Support staff are deployed in a number of roles:

* One to One with a child
* Small group work
* Support within the classroom
* Support of enrichment activities and visits
* Breakfast and after school clubs

We monitor the quality and impact of this support by assessing academic, social and emotional improvement.

**Distribution of Funds for SEN:**

This year, the budget for SEN and Inclusion was assigned according to needs.

This was allocated in the following ways:

* Support staff
* External Services (See School Offer)
* Teaching and Learning resources
* Staff training
* Individual curriculum provision
* Development of staff skills for Social, Emotional and Mental Health difficulties
* Embedding of SEMH strategies in school

**Continuing Development of Staff Skills:**

|  |  |  |
| --- | --- | --- |
| **Area of Knowledge/Skill** | **Staff Member** | **Training Received** |
| **Teaching and Learning** | **KS1 staff** | **Finland visit to research teaching and learning, particularly independence in learning** |
| **Safeguarding** | **All staff****PQ, AL****AL** | **Prevent Training****Child Protection****Operation Encompass****C.I.C. meetings****Understanding On-line Behaviour** |
| **Whole school development** | **AL** | **Trauma and Mental Health Informed Schools training** |
| **SEND** | **AL** | **EYFS SEN network meetings****Ages and Stages of emotional Health & well-being****Trauma and Mental Health Informed Schools training** |

Whole school training this year has included Child Protection and E-safety, maths and literacy moderation, advice and help for medical and illness provision and mental health that impacts on children’s attainment and progress, and well-being.

We monitor the impact of this training by putting initiatives into action and assessing impact across SEND outcomes and whole school benefit.

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

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

* Shared PE and Music learning with Boskenwyn School
* Performing Arts and productions with Boskenwyn School
* Shared opportunity for sailing with Boskenwyn School
* Secondary transition to Helston Comprehensive and Mounts Bay, Humphrey Davey, St Piran’s and Helston and Mullion comprehensives
* Enhanced transition arrangements for some children with Special Educational Needs
* Induction mornings/afternoon/days for children making transition to Germoe from other settings
* Opportunity to go skiing with Boskenwyn and other schools
* Shared camp Y3/4 and Y5/6 with Boskenwyn
* Learning enrichment shared with Boskenwyn School eg rocket Cars, Bloodhound challenge, Food and Farming Days, Hall for Cornwall, Minack visit
* Sporting events

This year, 2 children requiring SEN Support came to us from our partner schools and 1 children joining in July are ‘On Alert’ . We have no children with an Education, Health and Care Plans. 2 children on our Record of Need in 2017/18 transitioned to Humphrey Davey and St Piran’s School.

We ensure that the transition from Nursery to Reception is smooth as we have a combined class of nursery and Reception children. Transition visits are made in readiness for Reception children moving into the Y1-3 class. Reception children are involved in whole school events throughout the year.

We help children to move positively from class to class during transition visits to their new class, children and adults that will be working with them.

The transition from year 6 to secondary school is supported through afternoon visits based on subject areas across the months leading up to their transition to secondary and with day visits nearer during the summer term. Staff from the Secondary schools often visit the children in the last term at Germoe School.

For children with SEN, we also take time to prepare for change and allow children to settle into the changes ahead at their own pace. Enhanced transition is put into place if a child needs additional or extended support.

Parents are included in this process through open days, parents’ evenings, communication via the home-school diary and discussions with staff regarding their child’s needs.

**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, which includes our SEN Development/Action Plan. This can be found at www.germoe.cornwall.sch.uk

**Our complaints procedure:**

Anyone wishing to make a complaint with regard to SEN support and provision should make an appointment with the class teacher, Head Teacher and/or SENCo. See the SEND Policy at www.germoe.corwall.sch.uk

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 Paula Quinney, Head.

Deputising Safeguarding person is Mrs Lois Jones, teacher.

The Designated Children in Care person in our school is Mrs Angie Larcombe, SENCo.

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

Our Accessibility Plan is available on our website – please see the Equality Act and Accessibility Plan. Please see the SEN Policy ‘What are our statutory duties in relation to accessibility?’ The Equal Opportunities and Anti-discrimination Policy is also on the website.

The School Development plan can be found on our website, www.germoe.cornwall.sch.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.

The Governing Body approved this SEN Information Report July 2018

Report by Angie Larcombe Date: July 2018