



Germoe School

Name of SENCo: Angie Larcombe

Dedicated time weekly: 2 1/2 days

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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.
- ✓ Whole school awareness of the impact of mental health and well-being upon capacity to thrive
- ✓ Whole school approach which acknowledges behaviour as communication of need and use of PACE approach in all interactions, as part of our Trauma Informed approach
- ✓ Whole school awareness of neurodiversity and meeting need for inclusion and equality
- ✓ Whole school awareness of the impact of sensory needs on an individual's capacity to engage and adaptations to the environment to support wellbeing and progress
- ✓ Whole school recognition of how Adverse Childhood Experiences affect the individual
- ✓ Continued focus on Growth Mindset/Building Learning Power for resilience and independence, especially in respect to our inquiry approach in some curricular areas
- ✓ Refer to 'Our Curriculum Journey', Inclusion Policy and 'A journey through ...' subject documentation
- ✓ Learning for world citizenship – development of cultural understanding and participation through curricular and extra-curricular enrichment eg Cornish and UK culture, sailing, surfing, residentials, trips, visits, Erasmus cultural development opportunities in Europe, skiing etc

What is meant by 'Special Educational Need' or 'Additional Needs'?

The SEND code of practice 0 to 25 years defines a child or young person as having SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning [in any area of need] than the majority of others of the same age; or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition above or would so do if special educational provision was not made for them.

Need is viewed within four basic descriptors, but needs and conditions can fall into more than one designated area and the picture of need can be complex eg a child with global developmental delay



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or chromosome abnormalities. Need for support may be of short duration or impact upon the child long term.

Designations of areas of need, with some examples of needs:

Communication and Interaction – Neuro-developmental difficulties eg Autism Spectrum Conditions; speech, language and communication needs

Cognition and Learning - Specific learning difficulties – dyslexia, dyscalculia, memory and processing

Social, Emotional and Mental Health – Anxiety and other well-being difficulties; social interaction difficulties; trauma-related difficulties

Physical and sensory - developmental coordination difficulties; physical disability; sensory impairment; sensory Integration need

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
- ✓ Learning conferences/child voice
- ✓ Holistic over-view and understanding of the child's life story and lived experience – working with parents to ensure need is met in the round, not just through an academic lens
- ✓ Identification of children/young people requiring SEN Support and initiation of “assess, plan, do, review” cycle, with Individual Provision Map to address need
- ✓ Close working with parents and carers, with at least termly discussion of progress and next steps for Individual Provision Map
- ✓ On-going development of staff knowledge and understanding, enabling proactive, in-school interventions, especially in regard to SEMH and academic needs
- ✓ Use of Early Help Hub and outside agencies and professional services to address children's needs, for example, Educational Psychology, Speech and Language, Occupational Therapy, CAMHS, cognition and Learning team, ASD casework team etc
- ✓ Consideration of application for Education, Health and Care Plans
- ✓ 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/observations
- ✓ Working in partnership with families
- ✓ Application for statutory assessment if the child's needs exceed capacity of school to meet those needs – evidence and collate information to prove need for further provision, above that which school can reasonably offer

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

- ✓ Class teacher notes and monitors concerns

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- ✓ Class teacher refers to SENCO
- ✓ In class observations
- ✓ In school assessments
- ✓ Advice from other professionals sought
- ✓ Learning conferences/Child's voice
- ✓ 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. Children with SEN or other difficulties may be more vulnerable to bullying and our measures to prevent this can be seen in our Anti-Bullying Policy.

How we listen to the views of children/young people and their parents:

<u>What</u>	<u>Who</u>	<u>When</u>
Informal Discussions	SENCo, teachers	Ongoing
'Open door' policy	Parents, teachers, children	Ongoing
Pastoral support	SENCo, parents	Ongoing
Parents' Evenings	Teachers, parents, children	Twice yearly
SeeSaw electronic platform	Teachers, parents, children	Daily
For children on the SEN Record of Need, meetings for Assess, Plan, Do, Review	SENCo, Teachers, Children, parents	Termly
School Parliament	Teacher, children	ongoing
Child opinion and debate on whole school issues eg school lunches, camp, learning spaces etc	Head, teachers and children	ongoing
Pupil conferences	Teacher, child	Ongoing
Class Dojo/Eschools	Teacher, child, parents	Ongoing
School surveys and questionnaires	SLT, parents, children	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, social skills groups

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for interaction and understanding, emotional literacy work, implementation of specific pieces of work planned by other professionals – speech and language and Educational Psychology service etc, adult mediation for child, seeking out of school opportunities, contribution to reports and meetings, reasonable adjustments for inclusion, preparation, passports, transition work

- ✓ Cognition and Learning – Improving learning environments, eg development of learning spaces to address barriers and difficulties of different learners (eg sensory needs), out of school learning, co-operative working with partner school, in school assessment for learning barriers and on-ward referral, 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, guided inquiry work, dyslexia support resources, memory support materials, whole school cpd on dyslexia and dyscalculia
- ✓ Social, Emotional and Mental Health – Educational psychology, work of ASD casework team, Embedding of TIS (trauma and Mental Health Informed Schools), Growth mindset/Building Learning Power, drawing and talking therapy and in-school coaching and talking interventions, nurture provisions, individualised SEMH input, support of anxiety and anger, social interaction, CBT based work, liaison with Education Mental Health Practitioner
- ✓ 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, provision for sensory and physical needs

During the 2021/22 academic year, we have had between 24 Children/young people receiving SEN Support, one child with EHCP, and upto 16 children 'On Alert' at various times.

We monitor the quality of the SEN 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 and individualised intervention - pre-teaching, revision or work in preparation for transitions, academic and closing the gap work, implementation of individual curriculum, individualised sessions for SEMH etc.

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. This year we continued to embed 'Trauma and Mental Health Informed Schools '(TIS) practise, and most staff have received further training for mental health difficulties online, during this past year.

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
- ✓ To work as part of the teaching team in their classes
- ✓ Speech and language input, including AAC, visuals and Makaton
- ✓ Occupational Health plans
- ✓ Delivery of individual curriculum



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- ✓ Intimate care
- ✓ Mediation for social interaction and less structured, social times
- ✓ Support of enrichment activities and visits
- ✓ Breakfast and after school clubs
- ✓ Liaison visits for children transitioning to and from Germoe
- ✓ Professionals meetings for children with EHCP, TAC and transition arrangements
- ✓ To promote independence, confidence, sense of safety and security via strong, nurturing relationship with all children
- ✓ To encourage inclusion and offer challenge through high level questioning, open ended, thought provoking engagement

We monitor the quality and impact of this support by assessing academic, social and emotional improvement and by addressing cpd needs of individuals/teams.

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
- ✓ Sensory and Physical needs resourcing
- ✓ Staff training – remote
- ✓ Individual curriculum provision
- ✓ Development of staff skills for Social, Emotional and Mental Health difficulties, including establishing a Senior Mental Health Lead
- ✓ Embedding of SEMH strategies in school
- ✓ Focus on sensory needs and environmental factors
- ✓ Inclusion on trips
- ✓ Support in development of SPACE, an intervention to support emotional resilience of parents and children
- ✓ Inclusion for non-class based activities eg breakfast/after school care and clubs

Continuing Development of Staff Skills:

<u>Area of Knowledge/Skill</u>	<u>Staff Member</u>	<u>Training Received</u>
Teaching and Learning	EY, KS1 and KS2 staff	On-going Inquiry based approach New curriculum development



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Safeguarding	All staff PB, AL	Safeguarding in relation to Covid Safeguarding updates Safeguarding update, Nov 21 and March 22
Whole school development	All staff AL AH	Inquiry based practice Autism Champion Training SPACE (parents CYP) Senior Mental Health Lead
SEND	AL	Makaton Tics and disorders Mental Health and well-being ARFID Eating difficulties Anxiety Dyslexia input Supporting girls' friendships

Much staff training this year has been remotely accessed seminars, summits and conferences due to on-going pandemic control.

Partnerships with other schools and how we manage transitions:

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

- ✓ Shared opportunity for sailing with Boskenwyn School, STEM projects and other collaborative learning opportunities that support the journey toward secondary
- ✓ Opportunity to go skiing with Boskenwyn and other schools
- ✓ Collaborative learning with Erasmus project child-mobility progs
- ✓ Transition projects for secondary transition
- ✓ Enhanced transition arrangements for some children with Special Educational Needs and EHCP
- ✓ Induction mornings/afternoon/days for children making transition to Germoe from other settings

This year, 0 children requiring SEN Support came to us from our partner schools. We have one child with an Education, Health and Care Plan. Children on our Record of Need in 2021/22 transitioned to Mullion Comp, Helston community college, Humphry Davy and Mounts Bay schools.



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We ensure that the transitions from class to class are smooth, and for our youngest children, the nature of our small school, enables them to settle quickly, becoming familiar and involved with the whole key stage one group. Transition for the older children, to the next class is relaxed and exciting.

The transition from year 6 to secondary school is supported through afternoon visits based on subject areas across the months leading up to the transition, and some day visits 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 take more 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, and transition passports help children to feel confident that staff will understand and meet their needs. It is expected that enhanced support will be provided by the secondary school for incoming Y7s in September. Liaison between the schools' Special Educational Needs Co-ordinator and teachers ensure important information is shared, to ensure the needs of the child are met.

Usually, parents are included in this process through open days, parents' evenings, and communication and discussions with staff regarding their child's needs and how they will be met in the next class or onward setting.

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, and via our Accessibility Plan, which is part of the Equality Policy. 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.cornwall.sch.uk

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

What parents have said about our SEND provision:

Germoe have done great at taking steps to make things more suitable and seem more confident with managing W's needs. A has been brilliant at getting all the balls rolling and at trying to help me access services etc. J has helped us get a better sense of the classroom and made lovely efforts to make it more suitable, I has been amazing as W's TA - super-efficient at following advice and getting the recommended resources in place, and had been great at supporting toilet training.

Thank you, you really have been so brilliant and I do so appreciate your dedication to ensuring everything is going as smoothly as it possibly can.

Thanks so much for all you are doing

Thank you again, I really do appreciate all the work you do with my little man. I know he is a challenge but I do feel supported.



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Thanks to you and his other teachers for all your help and support.

I would like to thank you and the school for being so welcoming to the MHST. I also was impressed by your dedication towards creating a well-being focused environment within the school.

Rachel Chevill MHST Team Manager for Kerrier, Restormel, Penwith and IOS Mental Health Support Team

You have been a great source of support and we greatly appreciate your efforts with all of this. I know you've worked very hard to help X.

Other relevant information and documents:

The Designated Safeguarding Lead in our school is Miss Paula Blackburn, Head.

Deputising Safeguarding person is Angie Larcombe, SENCo

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

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. Both documents offer parents further information, links and avenues of support.

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 2022

Report by Angie Larcombe

Date: July 2022