



## 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](http://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
- ✓ 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
- ✓ 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
- ✓

### **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.
- ✓ 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

Author of Report:

Date of report:



Germoe School

- ✓ 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

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

- ✓ Class teacher notes and monitors concerns
- ✓ Class teacher refers to SENCO
- ✓ In class observations
- ✓ In school assessments
- ✓ Advice from other professionals sought
- ✓ 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 Antii-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



## Germoe School

### **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 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 Primary 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 2019/20 academic year, we have had between 14 and 18 Children/young people receiving SEN Support, one child with EHCP, and between 15 and 20 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:**

Author of Report:

Date of report:



## Germoe School

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
- ✓ Occupational Health plans
- ✓ Delivery of individual curriculum
- ✓ Mediation for social interaction and less structured, social times
- ✓ Support of enrichment activities and visits
- ✓ Breakfast and after school clubs
- ✓ Professionals meetings for children with EHCP, Managed Move 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 for academic support Dyslexia, Dyscalculia etc
- ✓ Individual curriculum provision
- ✓ Development of staff skills for Social, Emotional and Mental Health difficulties – Emotion Coaching
- ✓ Embedding of SEMH strategies in school
- ✓ Focus on sensory needs and environmental factors
- ✓ Inclusion on trips

### **Continuing Development of Staff Skills:**

<b><u>Area of Knowledge/Skill</u></b>	<b><u>Staff Member</u></b>	<b><u>Training Received</u></b>
Teaching and Learning	EY, KS1 and KS2 staff	Toddle Learning Jam and Toddle Inquiry Educators summit – Inquiry based cpd for teaching and learning

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Date of report:



Germoe School

	AL	STEM Mathematical Difficulty and Reading Difficulty cpd – relayed to staff and toolkits drawn up to support
Safeguarding	All staff  AL	Safeguarding in relation to Covid  My Concern cpd Safeguarding Update
Whole school development	All staff  AL	Inquiry Based practice – see note above  Mental Health cpd to support embedding further mental health and well-being strategies across school including Anna Freud 5 Steps to Mental Health and Wellbeing  Bereavement Champion cpd – toolkits drawn up to support staff and families
SEND	AL	Cpd in MLD, DCD, Reading difficulty, SLCN, Sensory integration difficulties, Autism, Deaf awareness  Brain Based Attachment, Attachment Play, Drawing and Talking Advanced course  Bloom Meeting  TIS supervision



## Germoe School

Much staff training this year has been remotely accessed seminars, summits and conferences due to on-going covid19 restrictions.

2021/22 Planned cpd for 'Autism Champion' role, and development of Senior Mental Health Lead teacher/s and further development of capacity in school to support SLCN

### **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
- ✓ Secondary transition
- ✓ Enhanced transition arrangements for some children with Special Educational Needs was difficult this year, but communication between Heads of Year/SENCo/Teachers and early transfer of records has helped
- ✓ Induction mornings/afternoon/days for children making transition to Germoe from other settings were unable to be held due to Covid-19 restrictions
- ✓ Opportunity to go skiing with Boskenwyn and other schools was curtailed this year
- ✓ Camp was held in school for some year groups and Y5/6 had a team building camp in the Autumn term, and camp in the summer
- ✓ Shared projects - pantomime, Minack for example with Boskenwyn School were curtailed this year.
- ✓ STEM projects eg Science week in March
- ✓ Sporting events – curtailed this year, but we did manage to hold sports day

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 2020/21 transitioned to Helston Community College, Mullion School, Humphry Davy School, Mounts Bay Academy, Camborne College and one returned to Cambodia and another transitioned to home schooling.

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 class in the summer term and this September, focus will remain heavily on well-being, following the on-going disruption of Covid 19. Reception children are involved in whole school events throughout the year.

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. Much of this has been disrupted this year, but staff have prepared children as best they can, and some were able to attend transition days in their new school in the Summer holiday.

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-



## Germoe School

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. Sadly this has had to be done via phone call, email and electronic platforms this year.

### **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](http://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](http://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:**

'Thank you so much for your time and input ... it felt wonderful to be able to open up to you today and I am reassured [my child] is in the best nurturing and supportive and fun environment at school.'

'What an amazing school Germoe is! I think this is a crucial and much appreciated attitude to educating our children.'

'Before Germoe [my child] hated school ...amazing support ... I am so very grateful for the school and all the work you do.'

'... the efforts and hard work from this team are something to be celebrated.'

### **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](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](http://www.germoe.cornwall.sch.uk)



## Germoe School

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 Autumn term 2021

Report by Angie Larcombe

Date: Sept 2021