Name of SENCo: Angie Larcombe Dedicated time weekly: 2 1/2 days

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.
* Whole school approach which acknowledges behaviour as communication of need and use of PACE approach in all interactions
* 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 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.
* On-going development of staff knowledge and understanding, enabling proactive, in-school interventions, especially in regard to SEMH 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/observation

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

* Class teacher refers to SENCO
* 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. 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’ Meeting  Assess, Plan, Do, Review meetings | 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 |

**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 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, 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, Embedding of 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, individualised SEMH input
* 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 2018/19 academic year, we had 28 Children/young people receiving SEN Support (one pending EHCP decision), 5 children ‘On Alert’ and 1 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 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, but especially those with emotional and social difficulties. This year we continued to embed ‘Trauma and Mental Health Informed Schools ’(TIS) practise, 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
* 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

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
* Sensory and Physical needs resourcing
* 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 and KS2 staff** | **Reggio Emilia Italy trip**  **Greece trip** |
| **Safeguarding** | **All staff**  **AL** | **My Concern**  **C.I.C. meeting/conference** |
| **Whole school development** | **All staff**  **AL** | **Inquiry Based practice**  **Trauma Informed School training for staff**  **Leading a Mentally Healthy School I and II** |
| **SEND** | **AL** | **EYFS SEN network meetings**  **EYFS Inclusion Grant Training**  **Bloom steering group**  **TIS conference**  **TIS supervision**  **Autism transfer to Secondary**  **SENCo conference – Supporting & Improving children and Young People’s Mental Health**  **Building therapeutic relationships & secure Attachments in Education**  **Work, Rest and Play the Sensory Way** |

**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 to Helston Comprehensive, Mounts Bay and Humphrey Davey Schools
* 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
* Camp for Y3/4 and shared camp for Y5/6 with Boskenwyn
* Shared projects - pantomime, Minack for example with Boskenwyn School
* STEM projects eg Green Energy
* Sporting events – cross-country, team game tournaments
* Receiving children and teachers from Greece, Turkey and Romania as part of an Erasmus project based on ‘masks’

This year, 3 children requiring SEN Support came to us from our partner schools, one of whom moved to Germoe on a Managed Move from a neighbouring school. We have one child with an Education, Health and Care Plan and another pending. Children on our Record of Need in 2019/20 transitioned to Helston Community College, Humphry Davy School, Mounts Bay Academy and Cape Cornwall schools.

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. 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, to meet the children and adults that will be working with them in the new Autumn term. However, we are a small school and everybody learns and plays together though out the school year, so end of year transitions throughout the school are seamless.

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 to secondary and with 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. 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.

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 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. 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.

**What parents have said about our SEND provision:**

‘Thank you for all your support.’

‘I do hope you all get the well deserved recognition for the hard work, care and support you give to your pupils – and families of course. You all go above and beyond.’

‘Thanks …. you’ve done a wonderful job’

**Other relevant information and documents:**

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

Deputising Safeguarding person is to be confirmed in the Autumn term.

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 2019

Report by Angie Larcombe Date: July 2019