



St Erth School

Caring, Sharing, Preparing for Life

St Erth Community Primary School

SEN Report 2015 – 2016

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Name of SEN Governor: Mrs Natasha Williams

School Offer link: https://st-erth.eschools.co.uk/cms_manage/edit_page/83220

School SEN Policy: https://st-erth.eschools.co.uk/cms_manage/edit_page/18893

What kinds of SEN are provided for?	<p>All pupils are welcome at St Erth Community Primary School regardless of any individual needs. We always aim to meet or adapt practise to suit all pupils' needs.</p> <p>We provide for:</p> <p>Communication and Interaction - this includes children with speech and language delay, impairments or disorders, hearing impairment, and those who demonstrate features within the autistic spectrum.</p> <p>Cognition and Learning - this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.</p> <p>Social, Mental and Emotional Health - this includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.</p> <p>Sensory and/or Physical Needs - this includes children with sensory, multi-sensory and physical difficulties.</p> <p>Details of admission arrangements for pupils with Special Educational Needs are included within the school's Admissions policy in the Policies section of our website under the Key Information heading.</p>
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How do you identify children and young people with SEN?	Pupils can be identified in number of ways: <ul style="list-style-type: none"> • Class teacher / teaching assistant refers to SENDCo • Ongoing assessments of learning • Tracking progress using data • Assessments by specialists, including those from external agencies • Parents/ carers raise a concern or inform of a need • The pupil asks for help or identifies a difficulty 		
Do you have arrangements for consulting parents of children with SEN and involving them in their child's education? When and how are children and young people with SEN involved in their education?	What?	Who?	When?
	Pupil involvement in their learning; successes celebrated and points for development identified.	Pupils Teachers Teaching Assistants	Daily
	Structured Conversations (AfA) Informal discussions	Parents/Carers, Teachers, Pupils Parents, Teachers, Pupils	By invitation By appointment
	Informal discussions	SEN Governor, SENDCO, Teachers, Teaching Assistants and Pupils	Termly
	Parents' Evenings	Parents, Class Teachers, Pupils	Termly
	Home-School Book	Parents, Teachers	Daily Home-School diaries incorporating reading log and homework according to identified need.
	Assess, Plan, Do, Review meetings	SENDCo, parents, class teachers, 1:1 support assistants, pupils and	Termly

		invited outside agencies/professionals as required.	
	Early Support meetings	Lead professional, parents, pupils, teaching staff and other agencies involved.	Approx. 6 weekly or as requested.
	TAC meetings	Lead professional, parents, pupils, teaching staff and other agencies involved.	Approx. 6 weekly or as requested.
How do you assess and review children and young people's progress towards outcomes?	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.		
How do you provide for children/young people on your Record of Need?	This year, provision made for children/young people on our Record of Need has been: <ul style="list-style-type: none"> • Communication and interaction – half termly visits by the Speech and Language Therapist; 1:1 support by a trained S&L and TAs with guidance from the S&L Therapist; advice and support from the autism team. • Cognition and Learning – all pupils have access to high quality teaching; interventions in phonics, reading, writing and maths in small groups; specific interventions for dyslexic pupils eg precision teaching; visual resources; individual learning programmes where required. • Social, Emotional and Mental Health – the SENDCo is trained in behaviour management, coaching, attachment and bereavement counselling; four members of staff are currently trained 'Thrive' practitioners; members of this team devote some afternoon sessions for 1:1 support for pupils who have been identified as requiring this need; the school has worked closely with outside agencies to provide support for some pupils with specific social, emotional and mental health needs including holding Early Support and TAC meetings as required. 		

	<ul style="list-style-type: none"> • Sensory and/or Physical Needs – we receive advice and support from the occupational therapist team for individual pupils, which may include daily physiotherapy exercises; a partially sighted pupil receives regular visits from the visual adviser and has specially adapted resources to allow access to all the curriculum; pupils with physical/motor co-ordination difficulties use resources specifically identified for their needs. We also have fortnightly visits from a teacher for the hearing impaired.
What arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood do you provide?	<p>We work with a number of schools in the area in the following ways:</p> <ul style="list-style-type: none"> • Partner schools in the cluster and Truro and Penwith Academy Trust, sharing knowledge and expertise. • PE partnership with local secondary schools • Gifted and Talented partnerships with secondary schools • Pre-school transition begins in the summer term with weekly visits to the school, throughout the year to meet staff. Additional transition is provided for pupils with SEN. The SENDCo will meet with parents and key workers to ensure all support is in place. • Class to class transition is considered with care for all pupils. • Reception to Key Stage 1 and Key Stage 1 to Key Stage 2 begins in the summer term with additional support for some pupils. • The transition from Year 6 to secondary school is supported through liaison with feeder secondary schools and their SENDCos and support teams. Two of the feeder schools, Hayle and St. Ives Cornwall, have dedicated transition programmes throughout the summer term for identified children which include extra visits at various times of the day as well as trips out and extra activity sessions. • For children/young people with SEN, we also invite the SENDCo of the feeder schools to St. Erth to meet the children and to attend the annual review or summer term review meetings. • Parents are included in this process by being invited to attend review meetings for SEN children at both primary and secondary schools, information evenings at secondary schools, actively involved in the extra transition programmes available. • Additional visits for change in staff is a priority.

<p>What is your approach to teaching children and young people with SEN?</p>	<ul style="list-style-type: none"> • As an inclusive school, we believe all pupils should be taught together. To achieve this may involve differentiated teaching, small group work, 1 to 1 support or visual aids. • Our Curriculum policy states that teachers plan to meet the needs of all pupils by ensuring learning is focused on individual pupils' needs and abilities. Outcomes from the assessment of learning enable teachers to set targets which reflect individual pupils' skills, abilities and potential. • Our curriculum is broad and balanced and is made accessible for all children through differentiation and ensuring that each child is able to access their learning, providing support and an individualised curriculum as necessary. • We ensure that we provide high quality teaching and learning – all teachers are responsible for the learning and progress of every child in their class, including those with SEN. • We provide an inclusive, differentiated and personalised approach to enable all learners, including those with SEN, to engage with all aspects of school life.
<p>How are adaptations made to the curriculum and the learning environment of children and young people with SEN?</p>	<p>Examples of this would be:</p> <ul style="list-style-type: none"> • Differentiated teaching • Structured conversations • Small group work • Visual aids • Learning walls • Learning packs • VAK teaching styles • Dyslexia Tool kits • Resources for motor skills • Adaptions to the physical environment eg ramps, disabled toilet, changing mat. <p>Details of the school's access arrangements for pupils with Special Educational Needs are found in the school's Accessibility Plan in the Policies section of our website under the Key Information heading.</p>

<p>What expertise and training of staff have you to support children and young people with SEN?</p>	<p>The SENDCo has particular expertise in Social, Mental and Emotional Health. Other areas of expertise include autism champions, Dyslexia Champion, motor/sensory training, dedicated speech and language HLTA and visual/hearing awareness.</p> <p>All staff training is ongoing to support the needs of pupils within the school and is decided upon by the main area of need at that time. Training is mainly delivered in house by the SENDCo, Educational Psychologist or outside agencies. The SENDCo attends SENDCo Network meetings and relevant training related to the Code of Practice. Whole school training this year has included Dyslexia memory training for all of the TAs, Dyslexia Friendly Schools, Dyslexia Champion and Headstart Kernow – Emotional Wellbeing in the Digital Age. We review the impact of this training by monitoring the progress of pupils, staff performance management, observations of all staff and external visits from outside agencies.</p>
<p>When and how do you evaluate the effectiveness of the provision made for children and young people with SEN?</p>	<p>We monitor the quality and impact of this provision by:</p> <ul style="list-style-type: none"> • observations in class, meetings and performance management reviews with the teachers, 1:1 support and other support staff • continual monitoring of the quality of teaching • identifying and tracking the progress of children/young people that require support to catch up by regular termly review meetings with SENDCo, parents, teachers and children, regular meetings with support staff and attainment meetings with SLT • identification of children/young people requiring SEN Support and initiation of “assess, plan, do, review” cycle • consideration of application for an Education, Health and Care Plan
<p>How are children and young people with SEN enabled to engage in activities available with children and young people in the school who do not have SEN?</p>	<p>Through our inclusive approach, pupils are encouraged to work together regardless of need or ability. Many lessons encourage and support mixed ability working. The school ensures that every pupil is able to achieve high standards. We will ensure that every pupil has access to the necessary support required to enable them to achieve their highest potential. We ensure that the school’s procedures are fair, effective and equitable. Further information can be found within the school’s Single Equality Scheme in the Single Equality Scheme section of our website.</p>

<p>What support for improving emotional and social development do you provide?</p>	<p>We currently work/meet on a regular basis with a number of outside agencies to enable us to meet the needs of our pupils. These include:</p> <ul style="list-style-type: none"> • Educational Psychology • Behaviour Support • Speech and Language • Visual Support Team • Autism Team • Dyslexia Team • Occupational Therapy • CAMHS/BLOOM • School Nurse team • Social Care • Locality1 Team, including Family Support, Early Support, TAC/CAF support <p>These will change depending on the need of the pupils during the academic year. We are always open to work alongside agencies to ensure we are supporting all pupils to achieve the best of their ability.</p>
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