

The Special Education Information Report

The Special Educational Needs and Disability Regulations 2014 sets out that information on SEN must be published on the school website and updated annually, and any changes to the information occurring during the year should be updated as soon as possible.

Much of what is required to be published is set out in the document "Identification and assessment of Special Educational Needs and Disabilities," which is published on the school website.

See link to [Identification and assessment of Special Educational Needs](#)

Transitions

Year R staff liaise with staff from Happy Days Nursery and from St Minver Pre School Group during the summer term when any issues and concerns are raised and discussed by the staff of Happy Days Nursery and by the staff of St Minver Pre School Group. Where a child is subject to a statement, an EHC plan, or is subject to a Team Around a Child Meeting (TAC) then it is customary for a meeting to be held at St Minver School in the summer term before the child joins St Minver School. Any paperwork raised by either pre-school settings is handed on to the Reception staff, and where appropriate is shared with the Special Educational Needs and Disabilities Coordinator. (SENDSCO)

During the summer term the Y6 class teacher meets with the SENDSCO from Wadebridge School to raise any issues or concerns that he has for any of his Y6 pupils who will be joining Wadebridge School. Any paperwork that is held about a child who has at any time been on the Record of Need or has been of an Initial Concern is duplicated and a copy of these records is handed to Wadebridge School at the beginning of the Autumn term.

When a child who has at any time been on the Record of Need or has been of an Initial Concern joins a school other than Wadebridge School

then there is a communication with that school during the summer term, and any records for that child are sent on at the beginning of the Autumn term.

All children who are joining St Minver School have opportunities to visit the school and to take part in a number of activities, and to meet the staff of St Minver School, but in particular the Reception staff.

All children who leave St Minver School have a number of opportunities in Y5 and in Y6 to attend open evenings at Wadebridge School, and to attend activity days in the summer term in order to bond with other children who will be in their form, and also the school staff.

Those children who feel anxious about the transition will have further opportunities to visit Wadebridge School and are able to complete transition work with the SENDCO of St Minver School. Likewise, if a child who has SEND is joining another school then there are opportunities for that child, should he or she request it, to complete transition work with the SENDCO.

The expertise and training of staff to support children with SEN, including how specialist expertise will be secured

All staff are trained to tier 2 in safeguarding children and child protection awareness. The deputy head teacher, Paul Howard, and the SENDCO Teaching Assistant, Trish Warne, are trained to tier 3 in safeguarding children and child protection awareness.

This training is updated every two years.

All staff are first aid trained and this is updated every three years.

Staff have an expertise in the following areas:

Manual handling and the use of a hoist, the use of an epi-pen for children with epilepsy and anaphylaxis training, clicker 6 training (use of a computer programme for children with disabilities), managing the behaviour of disruptive pupils, a range of courses to support children with a speech and language difficulty, a range of courses to support

children with autism, Team Teach (restraining disruptive pupils), training to support a pupil with poor vision, training to support a pupil who has hearing difficulties, and training to address concerns for pupils with complex needs.

The school achieved the status of "Dyslexia Friendly" in 2007. The SENDCO Teaching Assistant, Trish Warne is trained to screen pupils for signs of dyslexia.

The SENDCO Teaching Assistant, Trish Warne has been trained to be an Autism Champion.

The SENDCO Teaching Assistant, Trish Warne has been trained in delivering the "Draw and Talk" technique.

Claire Cooke, LSA is trained as a Thrive Practitioner.

All staff have had Prevent Training, FGM Training and Health & Safety Training.

Staff are trained to assess pupils who have coordination and gross/fine motor skill difficulties, and staff are trained to deliver a programme to address these difficulties.

Staff are able to procure the services of professionals to give advice and support for pupils who have a significant difficulty with vision and hearing, autism, ADHD, behavioural issues, mental health issues, physical disabilities and dyslexia.

Evaluating the effectiveness of the provision made for children with SEN

See the below link which evaluates the effectiveness of the intervention programmes that were delivered during the academic year 2015/2016

How children with SEN are enabled to engage in activities available with children in the school who do not have SEN

All pupils have access to all areas of the curriculum at a differentiated level and are able to access all lunchtime clubs and after school clubs.

See link to [Single Equalities Schemes](#) and [Accessibility Plan](#).

Support for improving emotional and social development

Staff deliver a programme called R Time which addresses emotional and social development of all pupils.

Where felt necessary, another programme called SEAL is delivered in addition to R Time.

Through Funky Friends, a social skills group which is delivered to small groups of pupils in KS2, individual support is offered to pupils who have a greater need. There is a focus in these sessions for pupils to develop a rapport with each other, and with the SENDCO Teaching Assistant, Trish Warne, which allows each pupil to feel confident and secure in sharing a viewpoint.

Pupils are taught good listening skills first and foremost, and then once these skills are understood then there is a focus on understanding friendships and emotions.

The LSA, Claire Cooke delivers tailored Thrive programmes for pupils in KS2. Each pupil is carefully assessed against a range of criteria, developed by Thrive, to enable a package to be delivered to individual pupils or groups of pupils.

The SENDCO Teaching Assistant, Trish Warne, delivers 1:1 sessions "Draw and Talk" which are child initiated. Pupils are assessed for this therapy and their progress tracked by staff and parents.

The services of professionals such as Dreadnought and Barnardos for those pupils in KS2 are engaged for those pupils who have a significant difficulty in this area.

How the school involves other bodies in meeting the needs of children with SEN and their families

See the links to [Identification and assessment of Special Educational Needs and Disabilities](#) (page 14), and [A list of Professional Organisations used by St Minver School](#).

Arrangements for handling complaints from parents of children with SEN about the provision made at school

The procedure for managing complaints is as follows:

Parents issuing a complaint will be directed to the head teacher, via the child's teacher or the SENDCO.

After initial discussion, the head teacher will respond to the complaint within one week, when parents will be invited in to a meeting with relevant staff. Outside agencies will be involved as appropriate.

How the curriculum is adapted or made accessible for pupils with SEN

Each pupil who has a need that means that they have been placed on either the Record of Need or the Record of an Initial Concern will have their needs addressed, either within the class setting with the support of a teaching assistant or are withdrawn to work with either a teacher or with a teaching assistant. Pupils will have been assessed for their needs by the SENDCO Teaching Assistant, and parents or carers of all pupils who have a child who has been placed on either record will have been informed of the provision made for their child.

Class teachers differentiate their teaching for each and every child, and this is no different for a child who has SEN. Schemes of work are adapted according to the ability of a child, and the teaching assistant who works with a child or with a group of children will adapt her practice, or an expected outcome for a child if it is perceived that a child is unable to access the teaching and learning.

Children in Care with SEN

All children in care are assigned a county worker who will work with a child in care in the school setting in order for a child in care to access the curriculum.

A child in care has additional pupil premium support /funding which means that a child in care who has a specific need to be addressed can have that need addressed through the additional pupil premium funding.

A child in care who has SEN must be placed on the Record of Need and must have his or her needs addressed as any other child with SEN.

The designated child in care teacher is Mrs Rachel Gregson.

The Local Offer

See link to St Minver Schools [Local Offer](#), which is also published on the St Minver School website.

To view Cornwall's Local Offer and to find out more about the provision that is available for children and young people with Special Educational Needs and Disabilities (SEND) and their families, go to [The Family Information Service](#).

Trish Warne

SENDCO Teaching Assistant

April 2017