



Name of SENDCo: Sally Hewitt

Dedicated time: 6 hours per week

Name of SENDCo Assistant: Trish Warne

Dedicated time: 4 days per week

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Name of Hub Councillor with SEN responsibility:

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.

Our Graduated Response for Learners:

- ✓ Continual monitoring of the quality of teaching.
- ✓ Identifying and tracking the progress of children/young people that require support to catch up by monitoring their progress.
- ✓ Identification of children/young people requiring SEN Support and initiation of "assess, plan, do, review" cycle.
- ✓ Consideration of application for Education, Health and Care Plan.
- ✓ All children/young people identified as requiring SEN Support, or with an Education, Health and Care Plan are on our Record of Need.

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

- ✓ Class teacher refers to SENCO - criteria (SEND Flow-chart)
- ✓ Ongoing curriculum assessments
- ✓ Tracking progress using data
- ✓ Further assessments by specialists, including those from the Aspire Inclusion service and external agencies

More information is set out in our Identification and [Assessment of Special Educational Needs and Disabilities](#) document.

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, 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	All teaching staff - Open afternoons	Autumn and Summer
Parent's Evenings	All teaching staff	Autumn, Spring and Summer
Communication Book	Any member of staff as appropriate	For specific children when required.
Assess, Plan, Do, Review meetings	All teaching staff	Termly
Learning Walks	SENDCo	Termly
Parent and, where appropriate, pupil involvement in the joint creation of IEPs with teacher and SENDCo for targets for both home and school	All teaching staff SENDCo	Termly
Open door policy	All staff	

The Assess, Plan, Do, Review Cycle:

For children on our Record of Need, an Assess, Plan, Do, Review cycle will be established by the SENDCo in partnership with the child, 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:**

- Socially Stories to help children to understand and prepare for new situations
- Opportunities to develop communication skills in the school production.
- The use of visual prompts such as visual timetables and traffic lights cards.
- Alternative methods of recording learning- for instance the use of iPad apps, voice recording, video, adult scribing and photos.
- Good practice in teaching, for example, the use of clear, unambiguous language, asking children to repeat back instructions, task management boards, reward systems.
- Read, Write, Inc programme for specific children
- The formation of a School Council with the opportunity for everyone to run for election.

✓ **Cognition and Learning:**

- Aspire Educational Psychology and Inclusion service
- Dyslexia screening tests with individual support
- Interventions targeted at identified needs
- Memory skills group
- The British Picture Vocabulary Scale; (BPVS)
- The Schonell Spelling Test

- The Salford Reading Test
- The Phonics Awareness Test

✓ **Social, Emotional and Mental Health:**

- Thrive Approach
- Trauma Informed Schools
- A trusted adult to act as a support for children needing emotional support
- Personalised timetable
- Penhaligon's Friends
- Dreadnought
- Talking Mat
- Social Stories
- Draw and Talk

✓ **Sensory and/or Physical Needs:**

- Sensory sessions focused around specific guidance from Occupational Health professionals.
- Occupational Therapist and Physiotherapist advice regarding equipment and adaptations to the environment.
- Motor Skills activities.
- Access to sensory objects such as stress relievers, chew toys, Move n sit cushions and heavy muscle work opportunities.
- Regular physical breaks for children who need a break in between tasks/lessons.
- Physical Disability advisor to support with ICT software, fine motor skills and classroom layout/access.

During the 2017 /2018 academic year there were 30 children receiving SEN Support and 3 children with Education, Health and Care Plans.

We monitor the quality of this provision by meeting regularly with the parents, discussing issues or needs as they arise, liaising with class teachers and support staff, monitoring planning, regular training updates across the school. An Aspire SEN group works together to improve and share good practice in SEN.

We have regular lesson observations and monitoring visits from other Aspire Academy Trust Schools within our Hub.

We measure the impact of this provision by analysing data from Jason Hurr, P scales, EYFS Profile, Thrive and Boxhall Profiling, talking to children and parents and assessments from outside agencies such as Speech and Language and Occupational Therapists.

Support Staff Deployment:

Support staff are deployed in a number of roles:

- ✓ Delivering planned, small group intervention
- ✓ Liaising with parents and meeting and greeting
- ✓ Supporting planning and assessment
- ✓ Lunchtime supervision
- ✓ Supporting learning in class
- ✓ Supporting individual children or groups in class
- ✓ 1:1 social, emotional and mental health support

We monitor the quality and impact of this support by giving support staff opportunities to develop their training, having different roles for them in different classes, moving them around each year to give them wider experiences, opportunities to liaise with other schools, discussing issues and strengths with them while managing performance and talking to children.

Distribution of Funds for SEN:

This was allocated in the following ways:

- ✓ Support staff
- ✓ External Services (See School Offer)
- ✓ Teaching and Learning resources
- ✓ Staff training

Continuing Development of Staff Skills:

Area of Knowledge/Skill	Staff Member	Training Received
Social, emotional and mental health	Mrs Warne Mrs Cooke	Trauma Informed Schools Practitioner Training
Social, emotional and mental health	Mrs Hewitt	Introduction to Trauma Informed Schools
Social, emotional and mental health	Mrs Warne	Autism Champion
Social, emotional and mental health	Teaching and Support Staff	ASD training -supporting children in the classroom
Maths Mastery	Teaching Staff	Shelley Beckerleg
Teaching and Learning	Teaching and Support Staff	Deployment of additional adults in the classroom
First Aid	Mrs Hall	Paediatric
First Aid	Whole staff	Basic First Aid
First Aid	Whole staff	Epipen Training
Safeguarding	Mrs Rodwell Mrs Warne	Tier 3
Safeguarding	Whole Staff	Tier 2 refresher
Dyslexia Awareness	Mrs Warne Mrs Hewitt	Dyslexia Cornwall
Team-Teach	Mrs Hewitt Mrs Warne Mr Rickard	TEAM-TEACH Reduction of risk, restraint and restriction

	Mrs Polak	
Prevent	Teaching Staff	County Prevent Training
Neurodiversity	Sally Hewitt	Cognition and Learning Service
Meta-Cognition	Sally Hewitt (Fed back to Teaching Staff)	Andy Brumby TLAT

Whole school training this year has also included iHasco and Educare: FGM and Child Sexual Exploitation, on-line training.

We monitor the impact of this training by liaising with and observing staff to see how training has impacted on their practise.

Partnerships with other schools and how we manage transitions:

We work with the other Aspire Schools in the Mid Hub and the wider Aspire community in the following ways:

- ✓ Heads of Schools meetings
- ✓ SEN Network group meetings
- ✓ Transition to secondary school: planned transitions, regular communication with them and opportunity to attend activities during transition week.
- ✓ Academy trips, camps and sporting events
- ✓ Moderation meetings
- ✓ Learning walks in other schools during Hub monitoring visits

We ensure that the transition from pre-school to Reception is smooth by having regular meetings between the pre-school Manager and Reception teacher. The Reception teacher holds 'Meet the Teacher' sessions for parents and joint transition sessions are planned into the school calendar. An 'Information Evening' for parents are held in the summer term, where they are provided with a social story for them to share with their children prior to starting September.

Where a child is subject to an Educational, Health and Care 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)

We support the transition between classes and teachers by planned transition sessions, which include children and parents meeting their child's new teacher as well as meetings between the old and new class teachers and the SENDCo. There are also opportunities for children to speak to other members of staff in school through clubs, assemblies, playground duty and when moving around the school.

The transition from year 6 to secondary school is supported through planned transition days including visits from the secondary school to our school.

For children with SEN, we also inform the school about individual children's needs, plan extra opportunities for more visits or more transition days if needed, create a Transition book to help the child to understand their new setting.

Parents are included in this process through voicing any concerns they might have, supporting them in the application process and how to refute given school placements.

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 Aspire Development Plan, which includes our Hub development plan and SEN Development/Action Plan. This can be found on the school website.

An Aspire SEN reform group meets throughout the year to discuss and make changes to SEN provision to ensure that it is constantly being assessed and refreshed if needed.

Our complaints procedure:

Anyone wishing to make a complaint with regard to SEN support and provision should contact the Head of School, Jo Rodwell or Executive head teacher, Sue Cox. This year we received no complaints with regard to SEN support and provision.

Other relevant information and documents:

The Designated Safeguarding Lead in our school is Jo Rodwell

The Designated Children in Care person in our school is Rachel Gregson

The Local Authority's Offer can be found at www.cornwallfisdirectory.org.uk

Our Accessibility Plan is available on the school website.

The Aspire Development plan can be found on our website.

Our SEN Policy and School Offer (our contribution to the Local Offer) can be accessed on our website.

Details about our curriculum, including how it is made accessible to children/young people with SEN, can be viewed from the [Accessibility Plan](#) 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.