

How we listen to the views of children/young people and their parents:

<u>What</u>	<u>Who</u>	<u>When</u>
Informal Discussions	All staff	Staff are always available due to our open door policy. Appointments can be made when required.
Parents' Evenings	Teaching staff	Once a term: 2 nd / 3 rd November 22 nd / 23 rd February 14 th July (via Annual Reports to Parents)
Home-School Book	All children's reading diaries are used for communication between home and school. Parents can also communicate with their child's class teacher through the Class Dojo. Some children have a more specific home / school diary which the class teacher records daily in accordance with the needs of that child. This is also in conjunction with SENCo and Head Teacher as required.	Daily as required
Assess, Plan, Do, Review meetings (IEP meeting)	Parents, class teacher, child and SENCo	Once a term 9 th November 1 st February 16 th June
SEN Parent Forum	Due to SENCo maternity leave these meetings did not happen during the 2016 / 17 academic year, however will be started again in the 2017 / 18 academic year.	
Specific email for SEN or support questions	SENCo who then feeds this through to other members of staff as required.	As required
Parent and Pupil Questionnaires	Parents and children are asked to share their views. These are then analysed for common themes.	Summer Term

We make sure that all parents are informed about SEN through the distribution of our 'Parent Guide to SEN'. This is circulated to all parents at the start of the year and is also available on our website. Parents can contact the SENCo about any area of SEN or support through support@gorran.cornwall.sch.uk.

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 SENCo 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 – Speech and Language Therapy sessions from external professionals – this has then been implemented in school by class teachers and teaching assistants in accordance with the guidance provided by the SALT; Big Mack; iPad app for speaking text;
- ✓ Cognition and Learning – 1st Class@Number; Phonological Awareness 6 week intervention; memory games; advice from Dyslexia advisor; Dyslexia Screening tests; Dyslexia Friendly School's Award
- ✓ Social, Emotional and Mental Health – referral to the Parental Support Advisor (for both children and parents, or the whole family); buddy system with younger children; resources from the Health Promotion Service; inclusion of every child in an external sporting event at some point in the year; inclusion of all children in school camps and extra-curricular clubs, with additional support as required
- ✓ Sensory and/or Physical Needs – disabled access to all areas of school; specialised changing area / bathroom; chairs and frames to support standing and sitting as required; sensory toys and equipment; left-handed equipment;

During the 2016/2017 academic year, we had 12 Children/young people receiving SEN Support and 1 child with a Statement of Educational Need which was transferred to an EHCP during the Summer Term.

We monitor the quality of this provision by holding regular 'Team Around the Child' meetings with all professionals involved; weekly informal discussions between class teachers and teaching assistants; regular informal discussions between class teachers and SENCo; Children of Concern discussions weekly at staff meetings (details of these are minuted in the staff meeting notes).

We measure the impact of this provision by tracking academic progress; monitoring confidence levels through discussion with children; pre and post-intervention tests and discussions. If the impact of provision is not seen to be sufficient then alternative strategies will be sought.

Support Staff Deployment:

Support staff are deployed in a number of roles:

- ✓ Classroom support
- ✓ Delivery of intervention strategies in both small groups and on an individual basis
- ✓ One-to-one support for both education and care needs
- ✓ Specialised support through programmes set up by external professionals
- ✓ Support for inclusion in outside of school activities and sporting events
- ✓ Preparation of materials and resources for those who need additional support
- ✓ Evaluation and monitoring of interventions as they take place to feed back to the class teacher

We monitor the quality and impact of this support by ensuring that support staff feed back to class teachers and the SENCo on a regular basis, as well as constantly reviewing the way in which staff are deployed.

Distribution of Funds for SEN:

This year, the budget for SEN and Inclusion was allocated in the following ways:

- ✓ Support staff
- ✓ External Services (See School Offer)
- ✓ Teaching and Learning resources
- ✓ Staff training
- ✓ Intervention programmes for small groups
- ✓ Servicing and maintenance of equipment

Continuing Development of Staff Skills:

<u>Area of Knowledge/Skill</u>	<u>Staff Member</u>	<u>Training Received</u>
Language and Communication	Elizabeth Biggers	Supporting Children with Complex Communication Needs
Health and Safety	Jane Cornelius, Nicki Guest, Erica Parkes, Lucy Seaber	Manual Handling Training
SEN Code of Practice	Katie Rawlings	Updates on changes to the Code of Practice and how these may need to be implemented in school
Professional Development	Katie Rawlings	SEN Kernow Conference – speakers included Gareth Morewood (the 3-stage SEND improvement model) and Roy Leighton (the Butterfly Model and implementing the Learning Wall)

Whole school training this year has included regular meetings with the Dyslexia Service, attendance at SEN and Educational Psychology Network Meetings, regular meetings with the Speech and Language Service about specific children.

We monitor the impact of this training by regularly tracking children’s progress, disseminating information from training to all staff during staff meetings and assessing children before and after any intervention takes place.

Partnerships with other schools and how we manage transitions:

We work with a number of schools in the area in the following ways:

- ✓ Transition sessions for both Year 6 and new Reception children in the Summer Term
- ✓ Additional sessions at Secondary schools for children on our Record of Need or Cause for Concern list – these have been subject specific as well as need specific for individual children
- ✓ Cluster INSET days

This year, no children requiring SEN Support came to us from our partner schools, with no children with Education, Health and Care Plans or Statements of Special Educational Need. Four children on our Record of Need in 2016 / 17 made a successful move to The Roseland Community College.

We ensure that the transition from Nursery or Pre-school to Reception is smooth by inviting children and parents to four transition afternoons in the Summer term, visiting children at home in a familiar environment, liaising with other pre-schools and nurseries to find out additional information about individual children. Children from Gorran Pre-school also come into school for lunch and are invited to events such as the summer performance and sports' day. The Reception teacher and SENCo regularly hold informal meetings with the Pre-school leader, is a part of the pre-school committee and has more formal meetings about individual children who are entering school in the Summer term.

We support the transition from Reception to Year 1 by ensuring that the children have regular contact throughout the year with the Year 1 teacher and also taking part in step-up afternoons in the Summer Term.

We help children to make the move from Year 2 to 3 by ensuring that the children have regular contact throughout the year with the Year 3 teacher and also taking part in step-up afternoons in the Summer Term.

The transition from Year 6 to secondary school is supported through transition sessions in the Summer Term. There are also additional sessions at Secondary schools for children on our Record of Need or Cause for Concern list – these have been subject specific as well as need specific for individual children.

For children with SEN, we also provide contact through the Parental Support Advisor for a consistent adult through the transition from our school to The Roseland Community College.

Parents are included in this process through being invited to transition meetings, having the opportunity to talk to members of staff, chair of governors, the PSA and school nurse.

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: <http://gorranschool.co.uk/documents/policies-and-information/>

Our complaints procedure:

Anyone wishing to make a complaint with regard to SEN support and provision should refer to our school complaint procedure which is available in the 'Policies and Information' section of the school website, or by requesting a copy from school. In the first instance we always encourage anyone to come to speak to class teachers or the Head Teacher so that issues can be resolved before a formal complaint process is needed.

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 Jonathan Sleep.

The Designated Children in Care person in our school is Jonathan Sleep.

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

Our Accessibility Plan is available on request.

The School Development Plan is available from the Head Teacher on request.

Our SEN Policy and School Offer (our contribution to the Local Offer) can be accessed via the links in the 'Policies and Information' section of our website.

Details about our curriculum, including how it is made accessible to children with SEN, can be viewed from the link on our website as well as through teachers distributing their topic overviews to parents each term. We also encourage our parents to contribute to our curriculum, making the most of their skills.

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 on 13th November 2017.