



Trewirgie Infants' & Nursery School, Trewirgie Road, Redruth, Cornwall, TR15 2SZ

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Headteacher: Mrs P J Sharpe

SEN Information Report 2016/17

Name of SENCo: Mrs Cath Callow

Dedicated time weekly: 2 days

Contact email: [ccallow@trewirgie-inf.cornwall.sch.uk](mailto:callow@trewirgie-inf.cornwall.sch.uk)

Contact Phone Number: 01209 216111

Name of SEN Governor: Mrs Kerry Raymond

School Offer link: <http://www.trewirgie-inf.cornwall.sch.uk/send-inc-sl>

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.
- ✓ Refer to Teaching and Learning Policy

Our Graduated Response for Learners:

- ✓ Continual monitoring of the quality of teaching
- ✓ Identifying and tracking the progress of children that require support to catch up through termly class progress meetings with Head teacher and individual concerns raised by teachers. The progress of these children is then monitored at the weekly Vulnerable Pupil meeting .
- ✓ Identification of children requiring SEN Support and initiation of “assess, plan, do, review” cycle.
- ✓ Consideration of application for Education, Health and Care Plan.
- ✓ All children identified as requiring SEN Support, or with an Education, Health and Care Plan are on our Record of Need.

How we identify children that need additional or different provision:

- ✓ Teacher’s IC (Initial Concerns)) are brought to the attention of the SEN team
- ✓ Reference to ongoing curriculum assessments/observations/parental information
- ✓ Tracking progress and attainment using data on a termly basis.
- ✓ Further assessments by specialists, including those from external agencies

We take a holistic approach by 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 the Anti-bullying section of the Behaviour policy.

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

<u>What</u>	<u>Who</u>	<u>When</u>
Informal Discussions	Class teachers and Learning Assistants, parents and children	As and when need arises
Parents consultations	Class teachers and families	Termly
Home-School Book	Class teachers and families - for pupils with communication difficulties or parents who are unable to visit school on a regular basis.	Daily
Assess, Plan, Do, Review meetings	SENCo team, parent s and child	Half - Termly
Parent voice meetings	Headteacher and parents	Termly
Pupil conferencing	Class teachers, subject leaders and children	Termly

The Assess, Plan, Do, Review Cycle:

For children on our Record of Need, an Assess, Plan, Do, Review cycle will be established by Mrs Callow 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 on our Record of Need has been:

- ✓ Communication and Interaction – 1:1 speech therapy sessions, Time to Talk, Socially Speaking, Circle of Friends, Visual cues – traffic lights, now and next boards, visual timetable, social stories, talk partners.
- ✓ Cognition and Learning – WOW(specialist provision with SEN teacher in literacy and numeracy inc. counting to calculating), 1:1 RWI intervention; small group interventions in hand writing, reading, maths.
- ✓ Social, Emotional and Mental Health – 1 dedicated pupil and family support workers, Educational Psychologist , Behaviour Core Offer, Circle of Friends, Individual Behaviour plans, social stories,
- ✓ Sensory and/or Physical Needs – Occupational Therapy and Physiotherapy, 1:1 support, specialist support, Fun fit, specialist equipment, e.g. writing slope.

During the 2016/2017 academic year, we had 64 (17%), Children receiving SEN Support and 2 children with Education, Health and Care Plans.

We monitor the quality of this provision by regular review meetings with teachers, parents and children. Drop in observations for specific interventions

For 2017/18 we will extend:

- specific observations carried out by the SENCo team for individual pupils
- Class teacher observations will be focused on SEN children
- Half-termly APDR meetings
- RAG tracking
- An increase in targeted interventions - phonological awareness, working memory, sensory and writing.
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We measure the impact of this provision by:

- Regular termly review meetings with teachers, parents and children.
- Termly class pupil progress meetings to review data and provision
- Vulnerable Pupil meetings

Support Staff Deployment:

Support staff are deployed in a number of roles:

- ✓ WOW – qualified, experienced SEN teacher and dedicated SEN learning assistant
- ✓ 1 x pupil and family support workers
- ✓ 10 x early years key workers working across the classes providing targeted support.
- ✓ 4 x 1:1 learning assistants
- ✓ 9 x KS1 learning assistants providing small group and individual interventions
- ✓ 2 x transition assistants to support children moving to junior school.
- ✓ 2 x HLTA Speech and Language practitioners
- ✓ 2 x HLTA – Physical Development including Fun Fit

We monitor the quality and impact of this support by:

- Regular formal and informal observations
- Termly performance management

Distribution of Funds for SEN:

This year, the budget for SEN and Inclusion was £1500.

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:

<u>Area of Knowledge/Skill</u>	<u>Staff Member</u>	<u>Training Received</u>
Social and Emotional	Mrs Callow, Mrs Cracknell, Mrs Cleak	ReSET Training Empowering Learning Managing challenging Behaviour Supporting Children with Mental Health Needs
SENCo Role	Mrs Callow	PGCSENCo
SENCo Role	Mrs Callow	The First Year as SENCO – SEN Services
Teacher Role	Teaching staff	Staff meetings
Cognition and Learning	Mrs Callow, Mrs Cracknell, Mrs Cleak, Mrs Theobald	Dyslexia training

Whole school optional training this year has included:

- ReSet
- Empowering Learning
- Managing challenging Behaviour
- Supporting Children with Mental Health Needs

- Dyslexia training
- Opting to read about a specific area of SEN through approved and recommended books.

Groups of Staff have also developed their knowledge of children's mental health through completing MindEd on – line.

We monitor the impact of this training by:

- Observations of class room teaching and practice
- Performance management meetings

Partnerships with other schools and how we manage transitions:

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

- ✓ Part of the Redruth Learning Group Trust – including SENCo group
- ✓ West Cornwall network SENCo meetings.
- ✓ Transition arrangements in place with pre-schools and junior school – including transition assistants
- ✓ Collaborative working with local Infants' school including shadowing staff in similar roles.

This year, 5 children requiring SEN Support came to us from our partner schools, with 1 child with Education, Health and Care Plan. 16 children on our Record of Need in 2016/17 made a successful move to junior school.

We ensure that the transitions at all stages are supported by:

- The implementation of the whole school transition plan
- Transition booklets are created for all children.
- For children/young people with SEN, we also provide additional support depending on individual need e.g. extra visits to new class.
- Parents are included in this process through pre-transition meetings – which include staff and classroom information.

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.

Our complaints procedure:

The first point of contact for concerns is the class teacher, Mrs Callow (SENDCo), Mrs Sharpe (Head teacher), and Mrs Raymond (SEN Governor) are all available through the office. Details of our full complaints procedures are available on the School website or through the school office.

This year we received 0 complaints with regard to SEN support and provision.

Other relevant information and documents:

The Designated Safeguarding Lead in our school is Mrs P Sharpe

The Designated Children in Care person in our school is Mrs C Callow

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

Our Accessibility Plan is available on request.

The School Development plan can be found on our website

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

Details about our curriculum can be viewed from the link 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 on -----