



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

T: 01209 216111 E: secretary@trewirgie-inf.cornwall.sch.uk W: www.trewirgie-inf.cornwall.sch.uk

Headteacher: Mrs P J Sharpe

SEN Information Report 2017/18

Name of SENCo: Mrs Cath Callow

Dedicated time weekly: 1 day

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:

- ✓ Continuous monitoring of the quality of teaching
- ✓ Identification and tracking of 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 categorised as 'Initial Concerns', is 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 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/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, previous settings, parents and children	As and when need arises – open door policy
Parents consultations	Class teachers and families	Termly
Home-School Book	Between class teachers and families – established for pupils with communication difficulties or parents who are unable to visit school on a regular basis.	Daily
Provision maps	Created as a result of consultation between parents and teachers – set out specific goals to meet individual needs of the children.	Termly
Assess, Plan, Do, Review meetings	SENCo team, parents 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/Mrs Cracknell 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, working memory and phonological awareness.
- ✓ Social, Emotional and Mental Health – 1 dedicated pupil and family support worker, 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 2017/2018 academic year, we had 74 (24%), Children receiving SEN Support including 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 2018/19 we will be extending provision to include:

- The use of the Boxall Profile Assessment for all vulnerable children within school + those who have been identified by their class teacher as presenting with significant Social, Emotional and Mental Health concerns.
- Specific and targeted Nurture group sessions will be timetabled - as a result of the Boxall assessments
- The addition of a trained SAL HLTA, based in EYFS and working specifically with 3-5 year olds.

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 worker
- ✓ 6 x early years key workers working across the classes providing targeted support.
- ✓ 2 x 1:1 learning assistants
- ✓ 8 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
- ✓ 1 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
- Tracking systems to measure impact of interventions.

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 Blight, Mrs Theobald, Miss Solomon, Miss Stone, Mrs Grainger, Miss G Richards, Miss Huddleston, Mrs Knight, Miss Richard, Mrs Penny, Mrs Perham, Mrs Orchard, Miss	Attachment

	Metcalfe, Mrs Opie, Mrs Roberts, Miss Chapman, Mrs Kaasjager.	
Social and Emotional	Mrs Callow	Boxall Profile
Social and Emotional	Mrs Cracknell, Mrs Blight	Autism
Cognition and Learning	Mrs Callow, Mrs Cracknell, Mrs Cleak, Mrs Theobald, Mrs Callow, Mrs Cracknell, Mrs Blight, Mrs Theobald, Mrs Grainger, Miss G Richards, Mrs Penny, Mrs Perham, Mrs Orchard, Miss Metcalfe, Mrs Opie, Mrs Roberts, Miss Chapman, Mrs Grigg, Mrs Uglow, Mr Kearsley, Mrs Smith, Mrs Searle, Mrs Hitchens, Mrs Bateman, Mrs Atkinson, Mrs Lawrence.	Phonological Awareness and working memory

Whole school optional training this year has included:

- Attachment training
- Phonological Awareness and working memory
- 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:

- 2 children requiring SEN Support came to us from our partner schools.
- 19 children on our Record of Need in 2017/18 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.

Staff questionnaire:

We have sent a questionnaire out to all our staff this year – there was 95% response rate which provided the following information:

- Areas of specialism and confidence within the school include Attachment and phonological awareness.
- The training needs are in the areas dyscalculia and child depression.

Parent Questionnaire:

A parent questionnaire was sent out to those parents whose children are on the Record of Need and significant SEN provision. There was a 40% response rate. Of those that responded there were no areas of concern and some positive comments regarding provision and experiences.

Planned audit of SEN:

It is planned to complete an audit of the SEN area at the beginning of 2018/19

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 Tuesday 13th November 2018 at SEN Impact group meeting.