

## **Special Educational Needs and Disabilities**

### **Information Report**

#### **Academic Year 2019 - 2020**

***At Sir Robert Geffery's Primary School we are a 'School for Enthusiasts'. We support all children to enable them to achieve their full potential.***

***In order to do this many steps are taken to support them through their learning journey.***

***Quality teaching is vital; however for some children there are occasions when further additional support may be needed to help them achieve their targets.***

The Special Educational Needs Coordinator is:

Mrs Nicola Jones

The Special Educational Needs Governor is:

Mrs Jill Jarvis

#### **Roles & Responsibilities of the Special Needs Co-ordinator (SENCO)**

A SENCO is responsible for the operation of the Special Educational Needs Policy and co-ordination of specific provision made to support individual children with SEND. The SENCO liaises with staff to monitor the pupil's progress and plan further interventions where progress is slower than expected. I regularly have contact with a wide range of external agencies that are able to give more specialised advice. If you have any concerns regarding SEN matters do not hesitate to contact me.

There are many SEN terms that are abbreviated which can lead to confusion. Below is a glossary of the most used SEN terms.

AAP	Attendance Advisory Practitioner
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ADD	Attention Deficit Disorder
ADHD	Attention Deficit & Hyperactivity Disorder
ASD	Autistic Spectrum Disorder
BESD	Behavioural Emotional & Social Difficulties
CAF	Common Assessment Framework
CAMHS	Child & Adolescent Mental Health Service
COP	Code of Practice
CP	Child Protection
DCD	Developmental Co-ordination Disorder
EAL	English as an Additional Language
EHCP	Education, Health and Care Plan
EP	Educational Psychologist
FSM	Free School Meals
HI	Hearing Impairment
IEP	Individual Educational Plan
ISR	In School Review
KS	Key Stage
LAC	Looked After Child
LA	Local Authority
MLD	Mild Learning Difficulties
NC	National Curriculum
OT	Occupational Therapist
SaLT	Speech & Language Therapy
SEN	Special Educational Needs
SEND	Special Educational Needs & Disability
SENCO	Special Educational Needs Coordinator
SpLD	Specific Learning Difficulty
TAF	Team around the Family
VI	Visual Impairment

### **What is a local offer and where can I find it?**

First introduced in the Green Paper (March 2011) the local offer identifies services available to support disabled children, children with SEN and their families in Cornwall. To find Cornwall's local offer follow the link below:

[www.cornwallfisdirectory.org.uk](http://www.cornwallfisdirectory.org.uk)

### **What are the different types of SEND catered for at the school?**

Sir Robert Geffery's School will endeavour to meet the needs of all children whom the Local Authority place in mainstream education. Every effort will be made to ensure that reasonable adjustments are made where necessary to cater for students with physical or learning disabilities.

In deciding whether to admit a child with learning difficulties, the Governing Body must be satisfied that the school can genuinely meet their needs as individuals and can at the same time continue to meet the needs of other children.

### **What shall I do if I think my child may have SEN?**

The class teacher is the initial point of contact for responding to parental concerns. The class teacher will then liaise with the SENCO and a way forward will be established.

### **How does the school identify and assess pupils with SEN?**

We know when pupils need extra help if:

- Concerns are raised by parents/carers and/or teacher and/or child
- Limited progress is being made
- Standardised assessments highlight areas of difficulty
- There is a change in the pupils behaviour or progress

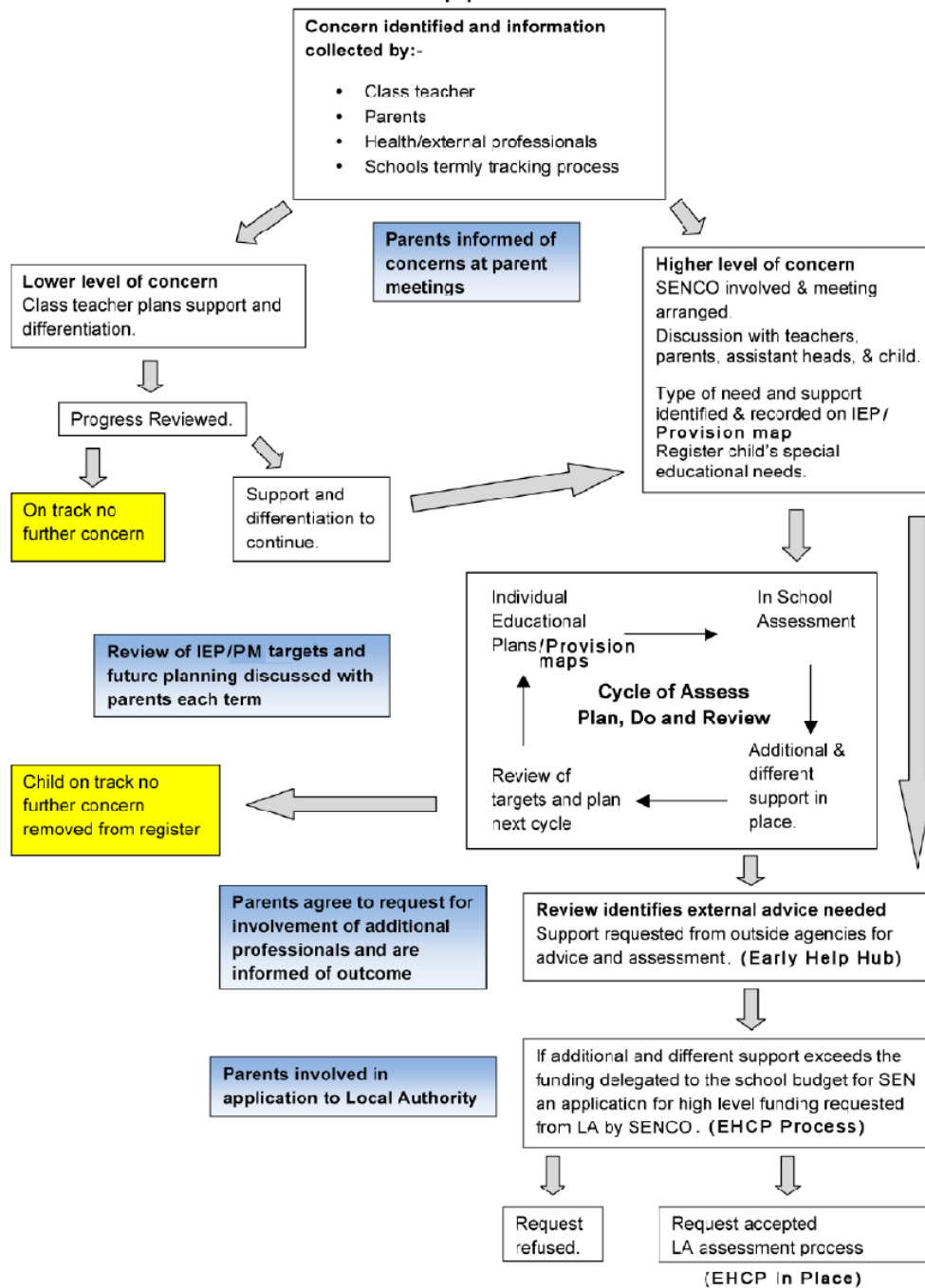
If pupils have previously been identified with SEN, we work with people who already know them and use information already available to support their needs.

We assess children in a wide range of ways including:

- Observational, formative assessment in class
- Marking and analysing children's recorded work
- Completing standardised tests
- Formally assessing children half-termly
- Reviewing children's self-assessment comments through a child-teacher dialogue in books and orally

The Graduated Approach (Assess, Plan, Do, Review) is taken when supporting a child with SEN. See diagram below indicating '**Identification and Support for SEN at SRG**'.

# Identification and Support for SEN at SRG



## How does the school assess and review the progress of children with SEN?

- As a school we track and analyse your child's progress in learning against age-related expectations on a half-termly basis. This is discussed during termly Pupil Progress meetings held by the Headteacher and termly SEN Review meetings held by the SENCO.
- The class teacher continually assesses your child and notes areas where they are improving and where further support is needed.
- Pupil Progress meetings are held each term with the class teacher and Headteacher. In these meetings children who are not making at least expected progress are highlighted and a plan is created.
- Where specific needs are apparent, the school has a range of assessments which can be used to explore a child's strengths and difficulties in more detail.

- The Headteacher and SENCO report regularly to the Governing Body. We have a Governor who is responsible for SEN, who meets regularly with the SENCO and attends meetings where possible, and whom also reports back to the Governing Body.

### **How does the school evaluate the effectiveness of its provision for children with SEN?**

In addition to the information in the previous section above the following systems are in place:

- Termly SEN Review meetings occur between the SENCO and class teacher to review individual's progress, current provision and future provision towards specific learning targets.
- Termly SEN Review meetings occur between class teachers and parents of children concerned, to discuss the support given to their child in order to meet targets set. Both parents and children have the opportunity to review progress and provision at this point.
- Regular monitoring of SEN provision in classrooms occurs by the Headteacher and SENCO
- Regular monitoring of SEN provision in interventions occurs by the SENCO and is fed back to the Headteacher
- Entry and Exit data is recorded for children taking part in interventions to evaluate impact and effectiveness

### **What is the school's approach to teaching children with SEN?**

We passionately believe that all teachers are the teachers of children with SEN. High Quality First Teaching is a non-negotiable for every child in our school. There is an expectation that teachers will be highly aware of the learning needs of all children and will differentiate their teaching strategies and resources effectively.

The SENCO will liaise with external professionals where appropriate and will work with staff to ensure that every child is able to access the curriculum.

### **What adaptations to curriculum, teaching and the learning environment are available?**

- All learning opportunities are highly differentiated
- Support with managing and understanding behaviour
- Support with health needs and/or disabilities
- Whole school curriculum adaptation to support inclusion
- Specialist teaching and interventions (group or individual as appropriate)
- Precision teaching (highly focused learning programme)
- Consideration as to how your child learns best
- Collaborative working with external agencies as required
- Visual resources personalised and used to meet individual needs e.g visual timetables, 'Now and Next' boards, Task Management boards and timers
- ICT resources personalised and used to meet individual needs e.g computer programs, dictation software and special education needs Applications for IPADs
- Sensory resources personalised and used to meet individual needs e.g chewy, weighted toy and ear/sound defenders

- Motor needs resources personalised and used to meet individual needs e.g motor skills program, FunFit exercise program, wobble cushion, writing slope, chunky pencil and pencil grips
- Specialist equipment as needed in response to individuals needs and from external advice
- Sound field system in every classroom
- Dyslexia-friendly approaches to the teaching and learning of spelling are used e.g. considering visual strategies
- Recording menus are used as a way of making tasks accessible through other forms of recording e.g. story mapping, thinking maps, scribe, typing on laptop

### **What support is available for improving social and emotional development of children with SEN?**

- Assistant Headteacher, Mrs Rebecca Cunningham, leads Personal, Social, Moral and Cultural education across the school.
- Children work through a systematic programme of study, using SEAL, the Christopher Winterbourne Drugs Education programme and Sex Education programme from the Foundation Stage through to Year Six.
- We commission the services of an Educational Psychologist, Behaviour Support, Dreadnoughts, Anti Bullying Cornwall and other external agencies when appropriate.
- The Thrive program is established in our setting and delivered by trained Thrive practitioners. They will work alongside the class teacher to complete assessments of pupils where concerns are raised. These assessments help to identify any interruptions in development and appropriate and specific intervention can be provided to address these interruptions.
- 1:1 Coaching and mentoring sessions have been introduced, whereby support staff have allocated time with each individual pupil. During this weekly session, children's social and emotional well-being and development is nurtured and supported through 'Growth Mindset' techniques and 'Building Learning Power'.

### **How does the school involve children in meeting their SEN needs?**

- Children are routinely asked to self-assess and reflect on their learning achievements as well as thinking of a next step during the course of their daily learning journey.
- As mentioned previously, children who have an Individual Provision Map and/or EHCP review their progress with adults in school on an informal and very regular day-to-day basis.
- Children who have an Individual Provision Map and/or EHCP review their progress at review points through the year (minimum 3X per year) at an age-appropriate level. Children's viewpoints are recorded by the child or adult if appropriate.
- Children attend (if appropriate) SEND termly review meetings.
- Children attend Parents' evening meetings (Autumn and Spring terms).
- Children review their learning targets on an ongoing basis, updating targets in their Literacy and Mathematics books.
- All children are provided with the opportunity to be voted onto the School Council and Eco Council as well as holding other positions of responsibility, by their class or school.

### **How does the school involve parents/carers in meeting the needs of children who have SEN?**

- You are welcome to make an appointment to meet with either the class teacher, SENCO or Headteacher at any time throughout the year to discuss the well-being and progress of your child. We can offer advice and practical ways that you can help to support your child at home.
- Parents/Carers are invited to termly SEND planning and review meetings where current provision will be reviewed and new provision plans made and discussed.
- Parents/Carers will always be given copies of your child's Individual Provision Map and/or EHCP as well as any reports from external agencies.
- Regular contact happens between home and school (face to face contact, phone calls or home-school books)
- Parents/Carers are invited to Parents' evening meetings (Autumn and Spring terms)
- If your child has an EHCP (Education, Health and Care Plan) or a TAF (Team Around the Family), formal meetings will happen at least annually and a report will be written and shared with you.

### **How accessible is the school to children with SEN?**

- Our school has a disability access plan
- Physical accessibility- ramps for access to the upper level
- Designated disabled parking space in the main car park
- Accessible toilet facilities by the main reception area and at the lower end of the school near the Key Stage One classes.
- Changing facilities for personal care are available if needed
- Specialist teaching areas
- A sound field system is installed in each classroom and the hall.

### **What extra-curricular activities are available for children with SEN?**

At Sir Robert Geffery's School we have a very wide range of extra-curricular activities and off-site visits that happen throughout the year. These are available to every student, including those with SEN.

### **How will the school support children with SEN to change classes or move onto a new school?**

- Teachers liaise with parents/carers sharing information and preparing the pupil in advance of the move
- Teachers and the SENCO pay particular attention to preparing pupils with SEN for transfer to secondary school.
- Information is shared from primary SENCO to secondary SENCOs prior to transfer. Meetings will be undertaken, involving the Year 6 class teacher, SENCO and the secondary school SENCO, in order to share information in sufficient and necessary detail.
- We encourage all new children to visit the new school/class prior to starting

- Where appropriate additional visits can be arranged (at times with a staff member)
- Where appropriate specifically tailored transition programmes will be put in place to support a smooth transition. Often secondary schools also run transition packages for more vulnerable children.
- We can write 'social stories' for children if transition is likely to be challenging
- For transition to EYFS (Early Years Foundation Stage) see EYFS policy
- If your child has an EHCP a review will be used as a transition planning meeting to which we will invite staff from the new school (this includes transition to secondary school)
- Transition between year groups and key stages within the school will be dealt with as part of our annual programme of transition and handover to the next class teacher. 'Transition days/mornings' are specifically timetabled into the summer term, in order to allow all children and class teachers to be familiar with one another before the new academic year.

### **How are school staff trained and supported to work with children with SEN?**

- Within the school we have a culture of sharing good practice and expertise. This enables us to ensure that staff, have the skills needed.
- We work closely with external agencies to support staff training and development of expertise.
- We aim to ensure we have a variety of skills among our staff body and staff receive training when required.
- We identify training needs and call on the services of specialist providers in line with our school development plan as and when is needed.

### **What support and training is available to parents and carers?**

- Parent learning support groups
- Informal parents coffee mornings/afternoons
- Training/home support offered by external agencies
- Signposting to external agency support groups

### **What external support services can I access?**

Below are contact details/websites to Cornwall's parent support services:

[www.cornwallfisdirectory.org.uk](http://www.cornwallfisdirectory.org.uk)

[www.cornwallsendiass.org.uk](http://www.cornwallsendiass.org.uk)

### **What is the complaints procedure?**



Our complaints procedure can be found on our website.

We hope this information has answered any queries you may have. Please do not hesitate to contact the school if you have any further questions and speak to the Head teacher, Mrs Julie Curtis or the SENCO, Mrs Nicola Jones.