

Special Educational Needs and Disabilities

Information Report

Academic Year 2023 - 2024

At Sir Robert Geffery's Church Of England Primary School we are a 'School for Enthusiasts' where we encourage all : 'to live life in all its fullness. ' John 10.10 knowing that God is Our Strength and with His help we will be the best we can.

We therefore support all children to enable them to achieve their full potential. Every member of staff works hard with pupils and parents/carers to ensure the best possible outcomes are achieved. We strive to ensure our pupils become confident to communicate their own views and make successful transitions between each phase of their education, preparing them for adulthood in the future.

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. With the 0-25 SEND Code of Practice 2014 firmly in place, we endeavour to work with Education, Health and Social Care to provide a co-ordinated approach for all children with SEND.

This SEN Information Report outlines Sir Robert Geffery's approach to Special Educational Needs and Disabilities. It includes how they are identified, managed, provided for and reviewed.

The Special Educational Needs Coordinator is:

Mrs Nicola Jones

The Special Educational Needs Governor is:

Mrs Jill Jarvis



What does having a Special Education Need or Disability (SEND) mean?

A pupil has SEN where their learning needs or disability calls for special educational provision: provision that is different from or additional to that normally available to pupils of the same age. (SEND Code of Practice, 2015)

There are four broad areas of need for children with SEND:

Communication and interaction – this area includes those pupils with speech and language and social communication difficulties which includes Autistic spectrum disorder (ASD).

Cognition and learning – this includes pupils with dyslexia, dyspraxia, or where a pupil is learning at a slower pace than others in their year group.

Social, emotional and mental health needs (SEMH) – this includes pupils with challenging behaviour, anxiety, ADD (Attention Deficit Disorder), ADHD (Attention, Deficit, Hyperactivity Disorder) or Attachment Disorder.

Sensory and/or physical needs – this includes hearing difficulties, visual difficulties, mobility difficulties and sensory processing difficulties.

A pupil may have difficulty in one of these areas, or more than one area.

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?

We are always happy to speak with you about any questions or concerns you may have. Please contact:

- **Your child's teacher** (The class teacher is usually 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.)
- **The SENCO**
- **The Head teacher**
- Additionally, **SENDIASS** offers impartial advice and support to parents regarding SEND matters

Roles & Responsibilities of the Class teacher and Special Educational Needs Co-ordinator (SENCO)

The class teacher maintains overall responsibility and accountability for the progress and development of the pupils in their class, including where pupils access support from others such as teaching assistants or specialist teachers.

Nicola Jones, our SENCo, is responsible for the implementation 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 provide professional guidance to colleagues, monitor the pupil's progress and plan further interventions where progress is slower than expected. She regularly has contact with a wide range of external agencies that can give more specialised advice and of course liaises with parents to ensure a collaborative approach and a supportive role to families. If you have any concerns regarding SEN matters do not hesitate to contact Nicola.

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
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
TAC	Team around the Child
VI	Visual Impairment

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 pupil’s behaviour or progress

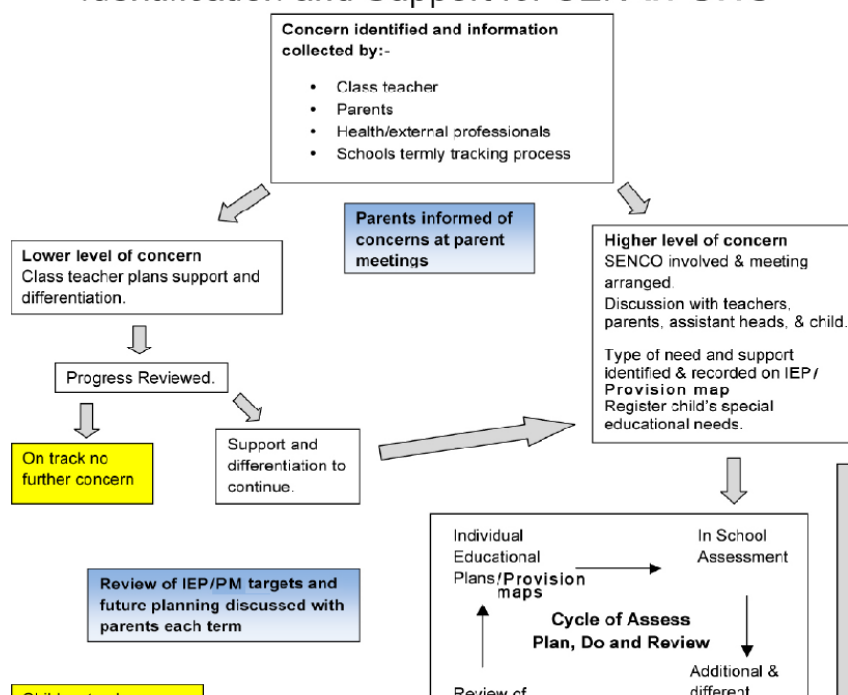
If pupils have previously been identified with SEN, we work with people who already know them and use information already available to support their needs.

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 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?

Sir Robert Geffery's is committed to providing equal learning opportunities for all our children regardless of race, gender, special educational needs and / or disabilities (SEND). 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?

The school offers many different forms of additional provision for children with SEND. This may include additional in-class or out-of-class support, one-to-one support, group support, support from outside agencies or access to specific resources. The list below details many ways in which we support children to ensure that additional provision is matched to the needs of the child.

- 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 individual's 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, emotional and the personal development of children with SEN?

- Assistant Headteacher, Mrs Rebecca Cunningham, leads Personal, Social, Health and Economic Education across the school.
- Children work through a systematic programme of study, using The Jigsaw Programme which incorporates Drugs Education and Sex Education, from the Foundation Stage through to Year Six.

- We commission the services of an Educational Psychologist,, Dreadnoughts, Anti Bullying Cornwall and other external agencies when appropriate.
- Following the use of The Thrive program which was established in our setting in 2015 and delivered successfully by trained Thrive practitioners, four members of staff went on to achieve a distinction in the Level 5 Diploma in Trauma and Mental Health Informed Schools and Communities. (TIS) They work alongside all staff to support any child with a SEMH need and appropriate and specific intervention can be provided.

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 may attend online parents' evenings in the 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?

We value our relationships with parents / carers and recognise that parental involvement is vital to successfully meeting the needs of children with additional needs. We work with parents / carers in the following ways:

- We have an open door policy and 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)
- Joint working with parents / carers and external agencies
- 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.

What our parents say about us:

"He is making massive progress, he loves to come to school now and sees the enjoyment in learning."

"I don't think many schools have provided the support and care that you have."

"Thank you for being such an amazing and supportive school for both my children."

"Knowing that help is always there has been a source of comfort and relief."

How accessible is the school to children with SEN?

We are fully committed to ensuring that the school is accessible to all children and we will always be happy to discuss individual requirements where necessary.

- 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.
- The school is a secure site with fencing and locked gates
- We have 2 designated Wellbeing spaces which provide a safe, quiet and resourced space for children accessing Thrive/TIS support

Please see our Accessibility plan for further information.



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. All pupils are encouraged to take part and no pupil is ever excluded from taking part because of their SEN or disability.

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.
- Our SENCo completed the National Award for Special Educational Needs Coordination in October 2020. She is currently allocated several days per week to lead SEN provision.
- We have 4 staff who have obtained Distinction level of the Trauma Informed Schools (TIS) Level 5 Practitioner diploma and all staff have received training to support them in applying the principles of TIS when interacting with children. One other member of staff is trained in ELSA to support wellbeing and emotional development.

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
- Our SENDCo has recently trained to deliver the Supporting Parents and Children Emotionally (SPACE) programme to parents

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

The Local Offer provides information and advice to parents of children and young people with Special Educational Needs and disabilities between the ages of 0 – 25 years. The local offer will also assist professionals who work with families to find services and support. To find Cornwall's local offer follow the link below:



Visit: www.supportincornwall.org.uk/localoffer

What external support services are utilised by Sir Robert Geffery's?

Service	What do they do?	Contact details
Autism Team	Support for families of children with an ASD diagnosis	01872 221400
Behaviour Support Team	Support for schools in managing challenging behaviour	01208 72737
CAMHS	Child and Adolescent Mental Health Services Diagnosis for ASD and ADHD	01872 221400
Cognition & Learning Team	Support for schools in identifying and supporting specific learning difficulties including dyslexia	01579 341302
Cornwall Information Service	Information for families	08005878191
Early Help Hub	Coordinates support services for young people (0-25)	01872 322277
Psychology Associates	Identification of needs	
Family Support Workers	Support for families in the home	01579 341019
Local Authority SEND team	Support with referrals for EHCPs	01872 324418
Multi Agency Referral Unit (MARU)	Referrals and advice regarding social care	03001231116
Physical Disabilities Team	Support for schools for children with physical needs in accessing the school environment	01579 341302
School Nurse	Support with medical needs such as sleep issues or incontinence	01752 679058
SENDIASS	Support for parents with all aspects of SEND	01736 751921
Social Care	Advice	03001234131
Speech and Language Therapist (SaLT)	Support for children and schools for	01208 256262

	children with speech and language difficulties	
Teacher for the Deaf	Support for schools and families	01726 61004

The above services can also be accessed by parents for further information and support.

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

www.cornwallfisdirectory.org.uk

www.cornwallsendiass.org.uk

What is the complaints procedure?

We hope that complaints about our SEND provision will be rare, however, if there should be a concern, the process outlined in the school Complaints Policy should be followed. 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, Mr Ed O'Hara or the SENCO, Mrs Nicola Jones.

Special arrangements in relation to COVID-19

We feel proud with how we supported our children during the pandemic. When the closure of schools began on 23rd March 2020, we supported families in many ways:

- Vulnerable children and key worker children attended school
- Home visits made, particularly those with EHCPs
- Weekly phone calls by class teacher/ TIS practitioners/SENCo to ensure that pupils' outcomes are kept at the forefront and that their emotional needs are being met.
- Delivery of resources
- Differentiated work set on Google Classrooms by class teachers, taking into account the needs of the pupils in their classes
- Well-being resources on the school website and delivered for families
- Video conference meetings for those receiving Thrive/TIS support
- We ensured External agency involvement continued in a variety of forms
- EHCP reviews continued

When educated in school

Children were taught in their class bubbles. Teaching assistants were assigned to particular bubbles so that children worked with familiar adults. Intervention groups continued to maintain support for our pupils

When children needed to isolate

When a child was off awaiting Covid results or when a family or child was in quarantine, children followed the same curriculum at home that their peers received in school. We recognised that parents of SEND pupils may require support during periods of isolation or lockdown. Regular conversations were held between staff and parents. If a child had an identified SEN (EHCP or SEN Support), the class teacher took account of their needs when planning for and providing work to be completed at home. This included:

- Suggesting different ways in which children can present their work giving more detailed instructions - teachers often used video explanations and uploaded class inputs when appropriate

- Providing parents with suggestions to make tasks more practical in nature
- Providing alternative work which was targeted at their level of need where they may not ordinarily access curriculum subjects at age expected levels.
- Giving choice in the tasks to be completed
- Supplementing resources, for example spelling banks

Supporting the emotional wellbeing of children

During the pandemic, we recognised that there were significant changes for many families. Well-being was a key priority, and we did all we could to support families at this challenging time. We were available through email or Google Classrooms to answer any questions or deal with concerns. We provided resources to support different aspects of children's well-being and many resources continue to be available. Children who were receiving Thrive/TIS support continued to be supported through phone calls and or Zoom conferencing and resources were delivered to homes. Our PHSME curriculum was adapted accordingly.