



St Mary's Catholic Primary School, Falmouth Annual SEN Report, 2015-16

Name of SENCO: Leanne Austin-Smith

Dedicated time weekly: ½ a day

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Contact Phone Number: (01326) 314540

Name of SEN Governor: Sarah Slater

School Offer link:

<https://www.supportincornwall.org.uk/kb5/cornwall/directory/service.page?id=J5TKp1BsSmE&localofferchannel=0>

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/young people that require support to catch up by:
 - Half-termly assessments in core subjects
 - Multi-agency reports
 - On-going teacher assessment
 - Recorded progress of interventions
 - Termly target setting (in Education Support Plans)
 - Informal observations
 - Termly Data discussions with SLT
- ✓ Identification of children/young people requiring SEN Support and initiation of “assess, plan, do, review” cycle.
- ✓ Consideration of application for Education, Health and Care Plan.
- ✓ All children/young people identified as requiring SEN Support, or with an Education, Health and Care Plan (or statement) are on our Record of Need.

How we identify children/young people that need additional or different provision:

- ✓ Class teacher refers to SENCO when:
 - A pupil has been monitored closely and continues to work below National age-expected attainment, despite targeted intervention.
 - A child's needs call for support/intervention that is additional or different to normal classroom practice.
 - A child is making below expected progress, and continues to do so despite support.
- ✓ Ongoing curriculum assessments



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- ✓ Tracking progress using data
- ✓ 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 our Anti-bullying policy.

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

<u>What</u>	<u>Who</u>	<u>When</u>
Informal Discussions	SENCO, Class-teacher, Classroom Assistants, Pupils and Parents	Whenever required
Parents' Evenings	Class-teacher & Parents	Three times a year
Home-School Book	Class-teacher, Classroom Assistants & Parents	If necessary
Assess, Plan, Do, Review meetings	Class-teacher, Pupil & Parents – SENCO if required	Three times a year

The Assess, Plan, Do, Review Cycle:

For children/young people on our Record of Need, an Assess, Plan, Do, Review cycle is becoming more established, in partnership with the child/young person, their parents and the class teacher. Please see our SEN Policy for further details.

This year, our Record of Need has included:

- ✓ Communication and Interaction – (SALT and ASD) 4 pupils
- ✓ Cognition and Learning – 7 pupils
- ✓ Social, Emotional and Mental Health – 2 pupils
- ✓ Sensory and/or Physical Needs – 3 pupils

During the 2014/2015 academic year, we had 16 children receiving SEN Support and 1 child with an Education, Health and Care Plan.

The provision made for children/young people on our Record of Need has been:

WAVE 2 – small group/school based intervention:

- Speech and language groups with TA
- RM Easimaths
- Letters and Sounds 1:group
- Time to Talk
- Guided writing groups
- Guided maths groups
- 1:group handwriting
- PPG groups
- iPad apps



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- Home communication books
- Alternatives to writing e.g. sound buttons
- Speed Write

WAVE 3 – Additional, extra and different support. 1:1 specialist intervention

- Early Support
- Speech therapist advice
- 1:1 SALT with TA
- 1:1 reading
- 1:1 phonics
- 1:1 handwriting
- Coloured overlays and paper
- Move and Sit cushions
- Sloping desktops/pencil grips/seating
- Timers
- Physiotherapy support
- Dyslexia support service
- SEN ICT support service & materials
- Educational Psychologist
- School Nursing Team
- Occupational therapy advice and support programmes
- 1:1 TA support
- Sensory integration strategies e.g. fidget toys & movement breaks
- Visual timetables
- Individual behaviour systems
- Dreadnoughts
- Starspell
- ARROW
- Beat Dyslexia
- Write from the Start
- 'I Hear with My Little Ear' strategies and activities
- Precision Teaching
- Education city
- Vision support programme
- TACPAC
- Speed Up!
- Socially Speaking

We monitor the quality of this provision through:

- Annual reviews
- Lesson observations
- Learning walks
- Pupil progress meetings
- Book scrutiny
- Shared staff meetings – provision map and IEP writing



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- CAST (academy) monitoring visits
- TAC meetings

We measure the impact of this provision quantitatively through:

- work towards termly targets (Assess, plan, do, review)
- progress within NC and EYFS outcomes
- Attainment
- Whole school Tracking system
- Intervention impact and review

We measure the impact of this provision qualitatively by

- Pupil conferencing
- Pupil social interactions in and around the school (lessons and unstructured time)
- Improved attendance

Support Staff Deployment:

Support staff are deployed in a number of roles:

- 1:1 support/ intervention
- Small group support/ intervention
- Pastoral support/ intervention
- Play time and lunch time support/ intervention
- Medical support
- PPA and some supply cover
- After school clubs

We monitor the quality and impact of this support by:

- Performance management reviews
- work towards termly targets (Assess, plan, do, review)
- progress within NC and EYFS outcomes
- Attainment
- Whole school Tracking system
- Intervention impact and review
- Pupil conferencing Lesson observations
- Learning walks
- Pupil progress meetings
- Book scrutiny

600Distribution of Funds for SEN:

This year, the budget for SEN and Inclusion was £40,055

This was allocated in the following ways:

- ✓ Support staff



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- ✓ External Services (See School Offer)
- ✓ Teaching and Learning resources
- ✓ Staff training
- ✓ Resources and support materials

Continuing Development of Staff Skills:

<u>Area of Knowledge/Skill</u>	<u>Staff Member</u>	<u>Training Received</u>
Manual Handling - SCOPE	Miss S Buscombe Mrs M Thompson Mrs L Austin-Smith Mrs S Marshall Mrs T Pennock	2.9.15
Gastrostomy training – School Nursing Team	Mrs S Marshall Mrs T Pennock Mrs M Thompson	9.9.15
Diabetes Training – School Nursing Team	Mr A Boyes Mrs P Barratt	9.9.15
Epipen training – School Nursing Team	Mrs S French Mrs V Walton Mrs L Draycott Mrs P Barratt	1.10.15
Emotional Coaching	Mrs M Thompson Miss S Buscombe	4.11.15
Accelerated Reader initial training	Miss L Martin Mr A Blakely-May Mrs B Watkins Mrs K Higham Mrs P Barratt Mrs L Draycott	30.11.15
Sensory Stories	Miss L Martin Mrs M Thompson	13.1.16
SENCo update – SEN Services	Mrs L Austin-Smith	12.2.16
Accelerated Reader	Miss L Martin Mr A Blakely-May Mrs B Watkins Mrs K Higham Mrs P Barratt Mrs L Draycott	21.3.16
Supporting the development of Independent Learning behaviours – TA training	Miss L Martin Mrs L Curtis Mrs B Watkins	23.3.16
SEN reform & Teacher responsibility	All teaching staff	5.5.16
Attachment & Trauma - Braveheart	Mrs P Barratt	7.6.16
Frasaneous Pump training	Mrs S Marshall	24.6.16



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	Mrs T Pennock	
Vision Awareness training	Mrs S Marshall Mrs T Pennock	6.7.16

We monitor the impact of this training by:

- work towards termly targets (Assess, plan, do, review)
- progress within NC or P scales and EYFS outcomes
- Attainment
- Tracking grids
- Impact Analysis questionnaires
- Performance management

Partnerships with other schools and how we manage transitions:

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

- ✓ Cluster SENCO network meetings
- ✓ Invited local schools to training
- ✓ Transition processes with secondary schools
- ✓ Invited SENCo of secondary school to AR/ TAC

This year 0 children/young people requiring SEN Support came to us from our partner schools, with 0 children/young people with Education, Health and Care Plans or Statements of Special Educational Need.

6 children/young people on our Record of Need in 2014/15 made a successful move to a range of secondary schools.

We ensure that the transition from Nursery to Reception is smooth by:

- ✓ Having a planned programme of induction sessions where the children visit their classroom and meet the staff
- ✓ All nurseries are visited by the class teacher and information is shared
- ✓ Information evening for parents
- ✓ Informal coffee mornings with opportunities to learn about the school and curriculum and meet some key groups.

We support the transition from Reception to Year 1 by:

- ✓ Regular sessions in the Summer Term to meet their teacher and experience activities in their new classroom
- ✓ Multiple opportunities for information sharing.

We help children to make the move from year 2 to 3 by:

- ✓ Key children given extra informal opportunities to visit their new classroom and teacher (sometimes made specific on Individual SEN plan)
- ✓ Day 'Shuffle-up'



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- ✓ Multiple opportunities for information sharing.

The transition from year 6 to secondary school is supported through:

- ✓ Key children given additional transition sessions, depending on need
- ✓ Transition program
- ✓ Information sharing between SENCo and Class teachers/Head of Year

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. Please contact the school for more information if you wish

Our complaints procedure:

Anyone wishing to make a complaint with regard to SEN support and provision should follow our complaints procedure, which can be found on our website

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 Mrs Lucy Draycott

The Designated Children in Care person in our school is Mrs Leanne Austin-Smith

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

Our Accessibility 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, including how it is made accessible to children/young people with SEN, 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 11.5.17