



Shortlanesend School
SEN information report 2018/2019

Name of SENCo: Nicki Oxenham

Contact email: nicki.oxenham@shortlanesend.org.uk

Contact Phone Number: 01872 276372

School Offer link:

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. Reasonable adjustments are made where necessary to enable all pupils to participate in all areas of school life.
- ✓ Refer to Curriculum statement.

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 monitoring their progress.
- ✓ 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 in consultation with the Local Authority if needs are persistent, long term and severe.
- ✓ 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.
- ✓ Planning is adapted to meet the needs of the learners as individuals and personalised timetables are offered when appropriate based on the child’s needs.
- ✓ Outside agencies are asked to come in to school to support the staff, children or parents for specific reasons such as Speech and Language, Occupational therapy, Mental health. Extended relationships with the Children’s centres, parenting groups and charities offering support as outlined in the Local offer.

Areas of Special Educational need.

The areas of Special educational need are categorised into 4 key areas as follows:

- Communication and interaction
- Social, emotional and mental health
- Sensory and or/physical
- Cognition and learning

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

- ✓ Class teacher refers to SENCo criteria (SEN flow chart) and makes adjustments to teaching based on need. SENCo becomes involved after 1 term of progress not being made.



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- ✓ Ongoing curriculum assessments
- ✓ Tracking progress using data
- ✓ Further assessments by specialists, including those from external agencies
- ✓ Discussions between parents, children staff.

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	Class teachers, Support staff and SENCo.	As and when needed or requested.
Parents' Evenings	Class teachers and SENCo	Three times a year.
Home-School Book	Parents/Carers and classroom staff.	Daily as agreed between parent/carer and class teacher.
Assess, Plan, Do, Review meetings	Parents/Carers and SENCo.	Termly
Parent meetings to discuss needs and progress.	SENCo and parent/carer	Termly or as needs arise.

The Assess, Plan, Do, Review Cycle:

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

This year, provision made for children/young people on our Record of Need has been:

- ✓ **Communication and Interaction:**
 - Circle of Friends intervention to enable children to build on their skills in a nurturing, small group environment.
 - Opportunities to develop communication skills in school productions and class performances.
 - The use of visual prompts such as visual timetables and traffic lights cards.
 - Alternative ways of recording learning- for instance the use of iPad apps such as Clicker 7, video, adult scribing and photos.
 - Development of typing skills for individuals who use typing more regularly.
 - Good practice in teaching, for example the use of clear unambiguous language, asking children to repeat back instructions, task management boards, reward systems.
 - RWInc and RWInc Get Spelling programme implemented across KS1. RWI Spelling programme implemented across KS2 in September 2017.



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- The formation of a School Council with the opportunity for everyone to run for election.
- Clubs including: Lego, Performing Arts, Gardening, board games, Cooking and book club.
- Pop in Fridays, Class assemblies, Parent reading sessions, Parent information sessions to strengthen and inform home/school links.

✓ **Cognition and Learning:**

- Phonological awareness intervention
- TA support for children who need extra support with their learning
- Dyslexia screening test
- Precision teaching
- Pre teaching
- Extra adult support for children who need catch up opportunities
- Memory games to promote a stronger memory.

✓ **Social, Emotional and Mental Health:**

- Draw and Talk intervention
- Music therapy
- Circle of Friends intervention
- Extra play based opportunities for children to have nurture time.
- A trusted adult to act as a support for children needing emotional support for any issues
- Staggered timetable/personalised timetable

✓ **Sensory and/or Physical Needs:**

- Funfit intervention
- Personalised sensory diets
- Access to sensory objects such as stress relievers, chew toys, wobble cushions and heavy muscle work opportunities.
- Regular physical breaks for children who need a break in between lessons.

We monitor the quality of this provision by meeting regularly with the parents, discussing issues or needs as they arise, liaising with class teachers and support staff, monitoring interventions and planning, regular training updated across the school. We monitor data by a whole school tracking system, P scales- Small steps documents where necessary and the EYFS profile. Termly progress meetings review and update parents, staff and children on their targets.

An Aspire SEN reform group is working on improving and sharing good practice in SEN.

We measure the impact of this provision by looking at data from across the school, talking to children and parents, assessments from outside agencies such as Speech and Language, learning walks and monitoring visits.

Support Staff Deployment:

Support staff are deployed in a number of roles:

- ✓ Delivering small group intervention
- ✓ Liaising with parents and meeting and greeting
- ✓ Running clubs
- ✓ Lunchtime supervision
- ✓ Supporting learning in class



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- ✓ Supporting individual children or groups in class

We monitor the quality and impact of this support by giving them opportunities to develop their training, having different roles for them in different classes, moving them around each year to give them wider experiences, opportunities to liaise with other schools, discussing issues and strengths with them, informal discussions, talking to children.

Distribution of Funds for SEN:

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>
Safeguarding	All teaching and support staff	Safeguarding Tier 2 My Concern logging
Safeguarding	Mr Wilson Miss Oxenham	Tier 3 Safeguarding training
Dyslexia Champion	Mrs Sandercock	Dyslexia Champion course Dyslexia awareness course Accelerated Reader
Autism Champion	Mrs Parker	Autism Champion course
Autism	All teaching staff	Autism awareness
Attachment/emotional wellbeing	Mrs. Sandercock Mrs. Light Mrs. Parker	Attachment TIS training in motion TIS training in motion
Read, Write, Inc	All KS1 and EYFS staff	RWI training
Literacy	Mrs Ashley Mr. Easter	Accelerated Reader Subject leader meetings KS1 moderation Spelling
Dyslexia	Miss Oxenham	DST training Phonological awareness training Dyslexia awareness training Level 3 water safety
Precision Teaching	Mrs Edwards Mrs Sandercock Miss Oxenham Mrs Warchall Mrs Darlington	Precision Teaching training
Draw and Talk	Mrs Sandercock	Draw and Talk training
Read Write Inc	Mrs. Knight	RWI day 1 and 2 Water safety level 3



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First aid	All teaching and supporting staff	Paediatric first aid
First Aid	Mrs Edwards Mrs. Knight Mrs Darlington Mrs Light	Paediatric First aid 2 day course
Team Teach	Mrs Parker Mrs Light Mrs Dyer	Team Teach
Health and well being	Mrs Light Mr Wilson	Health and well being Champion
Vision	Mrs Dyer Miss Oxenham	Vision awareness training
Moving and Handling	Miss Oxenham Mrs Sandercock Mrs Dyer	Moving and Handling
Mini bus drivers	Mrs Parker Mrs Dyer Mr Easter	Mini bus authorisation licence
Female genitalia mutilation	All staff	FGM online training
Prevent	All staff	Prevent awareness
Teaching and Learning	All staff	Inclusive learning Immersive curriculum
Maths mastery	All teachers	Maths mastery
P.E	Mr. Easter	Sport's leader Outdoor visits co-ordinator Level 3 Water safety

We monitor the impact of this training by liaising with staff to see how they feel the training has impacted on their practise, learning walks.

Partnerships with other schools and how we manage transitions:

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

- ✓ Heads of Schools meetings
- ✓ SEN reform group meetings
- ✓ Transition to secondary school: planned transitions, regular communication with them, opportunity to attend summer activities.
- ✓ Academy trips, camps and sporting events
- ✓ Moderation meetings
- ✓ Learning walks in other schools
- ✓ Inclusion team sharing good practice across the trust

We ensure that the transition from Nursery to Reception is smooth by having discussions with the pre-school settings, parents and the Reception teacher before the children begin school. This includes a home visit. Children and parents have opportunities to look around the school before the



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child is due to attend, transition days are planned into the school calendar and are staggered to increase the stay each time.

We support the transition between classes and teachers by planned whole school transition days, regular opportunities for children to speak to other members of staff in school through clubs, assemblies, playground duty, trips, residentials and when moving around the corridor. Extra transition times planned if necessary. Transition books are made and 1:1 discussions held with staff and children to discuss concerns/worries.

The transition from year 6 to secondary school is supported through planned transition days, visits from the secondary school to our school, SENCo support in the Autumn term by visiting the secondary school. Paperwork is handed over and a transition sheet summarises the needs of the children. This is also reinforced through regular discussions between SENCos from all schools involved/transition staff members.

For children/young people with SEN, we also inform the school about individual children's needs, plan extra opportunities for more visits or more transition days if needed, create a photo book to help the child to understand their new setting.

Parents are included in this process through voicing any concerns they might have, supporting them in the application process and how to refute given school placements.

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 Aspire Development Plan, which includes our Hub development plan and SEN Development/Action Plan. This can be found on the school website.

An Aspire SEN reform group meets throughout the year to discuss and make changes to SEN provision to ensure that it is constantly being assessed and refreshed if needed.

Our complaints procedure:

Anyone wishing to make a complaint with regard to SEN support and provision should contact the Head of School Chad Wilson or see the relevant information regarding the complaints procedure on the school website.

Other relevant information and documents:

The Designated Safeguarding Lead in our school is Chad Wilson

The Designated Children in Care person in our school is Chad Wilson

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

Our Accessibility Plan is available on the school website.

The Aspire Development plan can be found on our website.



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

Details about our curriculum, including how it is made accessible to children/young people with SEN, can be viewed 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.