



Name of SENCO: Helen Hughes

We aim to provide every child with access to a broad and balanced education and to create an atmosphere of encouragement, acceptance, respect for achievements and sensitivity to individual needs, in which all pupils can thrive.

This year we have 32 pupils on our Record of need (Jan 2020) and 3 EHCPs. We have had successful transition for 1 pupil from the PRU - WAVE.

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 Curriculum 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 appropriate intervention.

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 are on our Record of Need.

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

Class teacher refers to SENCO

Ongoing curriculum assessments (summative every half-term)

Tracking progress using data

Further assessments by specialists, including those from external agencies.

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

What	Who	When
Informal discussions	Class Teachers, Headteacher	Ongoing
Parents' Evenings	Class Teachers	2 terms
Home school books/diaries	Class Teachers, Class TAs	Daily/weekly
Pupil Parliament	Elected members	Termly
Pupil Conferencing	SENDCo/ClassTeachers	Timetabled
Annual Parent Survey	Headteacher	Yearly

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:

Children who are a cause for concern in this area are referred to the Speech and Language Team (SALT). The Community Speech Therapist visits regularly to assess individual children, set new targets, monitor provision and work with staff. The Community Speech Therapist also observes children in the classroom to ensure that the environment is communication friendly. Each child with an identified speech, language and communication need works with our dedicated Speech and Language HLTA throughout the week to practise the skills recommended by the Speech and language Therapist.

Cognition and Learning

Children causing concern in this area are assessed in the particular aspect, for example if dyslexia is a concern, a screening test (DST) is performed. Recommendations from the screening are then passed the the class teacher to support the learning of the pupil. Referral to the Educational Psychologist is made for further assessments when progress is a concern and and interventions have made little impact.

Social, Emotional and Mental Health

The school has a THRIVE practitioner to work on emotional literacy on a 1:1 basis or small social groups. We also use the Draw and Talk intervention to support pupils. The school accesses play therapy, music therapy and CLEAR counselling and at a higher level of concern, referrals are made to CAMHS for further assessment and action plans.

Sensory and/or Physical Needs

The school has trained TAs to help deliver advice from occupational therapy and physiotherapy and has various sensory equipment if required. Some classes have movement stations for some pupils. Fun Fit is also run daily for selected children. Occupational Therapy and Physiotherapy referrals are made for children who require further assessment.

During the 2019/2020 academic year, we had 32 Children/young people receiving SEN Support and 3 children/young people with Education, Health and Care Plans. We monitor the quality of this provision by classroom observations and pupil conferencing.

We measure the impact of this provision by analysing data to ensure appropriate progress and attainment has been achieved, meetings with teachers, parents and SENCo and outside agency reports.

Support Staff Deployment:

Support staff are deployed in a number of roles:

1:1/small groups to support EHCP targets and other high risk children.

Intervention, such as Reading, Maths catch up, precision teaching and additional phonics.

Funfit and sensory/physio/OT diets/exercises.

Pastoral support.

We monitor the quality and impact of this support by observations, data analysis, supervision

meetings, pupil conferencing and discussions with parents and key staff.

Training This Year:

Memory workshop for two TAs.

Sensory training.

Boxall Profile training.

EP supervision

Behaviour Support for some teachers.
Safeguarding training.
Lego therapy.
SENCo network meetings.

Partnerships with other schools and how we manage transitions:

We work with a number of schools in the area in the following ways:
SENCo partnership with other schools (including TPAT)
Outreach and integration with the local PRU.
Planning meetings with the secondary schools for transition

We ensure that the transition from Nursery to Reception is smooth by regular visits through out the year. Transition sessions are planned in for the Summer term and one page profiles are created for the most vulnerable children.

We support the transition from Reception to Year 1 by extended transition and detailed hand over meetings between class teachers and SENCO. One page profiles are created for the most vulnerable children. We help children to make the move from year 2 to 3 by transition sessions, and detailed handover sessions between class teachers and SENCO. One page profiles are created for the most vulnerable children.

The transition from year 6 to secondary school is supported through extended transition sessions when needed and detailed hand over sessions between class teachers the Secondary School. Parents are included in this process through meetings and settling in visits.

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 the informs our SEN Development/Action Plan.

Our complaints procedure:

Anyone wishing to make a complaint with regard to SEN support and provision should inform the headteacher and SENCo via the school office.
This year we received 0 complaints with regard to SEN support and provision.

Other relevant information and documents:

Alverton School Website: <http://www.alverton.org.uk/website/home/39982>

The Designated Safeguarding Lead in our school is Martin Higgs (headteacher)

The Local Authority's SEN Offer can be found at <https://www.cornwall.gov.uk/education-and-learning/schools-and-colleges/special-educational-needs-file/cornwall-send-local-offer/>

The Local Offer can be found at: www.cornwallfisdirectory.org.uk

Our Accessibility Plan can be found on our website: http://www.alverton.org.uk/website/sen_policy_and_accessibility_plan/176617

The School Development plan can be found on our website: http://www.alverton.org.uk/website/2019_-_2020/417778

Our SEN Policy can be accessed via the links on our website. <http://www.alverton.org.uk/website/policies/78070>

School Offer can be found on our website at: http://www.alverton.org.uk/website/special_educational_needs/176603

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: <http://www.alverton.org.uk/website/curriculum/119152>

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 _____.

Author: Mrs Helen Hughes