Name of Strategic SENCO Lead: Rachel Moseley

Head of School: Lisa Michell (Academic year 2015-16)

 Josh Tyers (from October 2017)

Contact email: rmoseley@stpiranscross.co.uk Contact Phone Number: 01872 501431

Name of SEN SMC Member: Sharon Adams

**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 SEND.
* 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 and MAT teaching and learning principals.

**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 regular pupil progress and review meetings.
* Identification of children/young people requiring SEN Support and initiation of “assess, plan, do, review” cycle.
* Through Personal Learning plans identifying individual needs and stating clear objectives
* 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.
* We also have children who are ‘on alert ´their progress/ attainment is being closely monitored and barriers to learning addressed.

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

* Through termly pupil progress meetings with the head teacher and detailed tracking data.
* Regular monitoring by ASD and dyslexia champions to establish barriers to learning
* Class teacher refers to head of school or Senco to plan next steps.
* Ongoing curriculum assessments
* 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. We are a Thrive School having one trained practitioner within school.

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:**

|  |  |  |
| --- | --- | --- |
| **What** | **Who** | **When** |
| Informal Discussions  | **With class teachers** | **As needed** |
| Parents’ Evenings | **With class teachers** | **termly** |
| Home-School Book | **Class teacher/ parent** | **As needed on an individual child basis** |
| Assess, Plan, Do, Review meetings (PLP review meetings) | **School Support pupils – Class teachers / Head of school****Children with EHCP – SENCO along with Class teacher/ head of school** | **Termly PLP review/ Annually for EHCP review** |
|  |  |  |
|  |  |  |

 **The Assess, Plan, Do, Review Cycle:**

For children/young people on our Record of Need, an Assess, Plan, Do, Review cycle was established 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 in the following areas:

* Communication and Interaction
* Cognition and Learning
* Social, Emotional and Mental Health
* Sensory and/or Physical Needs

The details of provision can be found in the individual child’s Personal Learning Plan (PLP)

During the 2016/2017 academic year, we had the following numbers of Children/young people receiving SEN Support: 14

**Veryan CE Primary**

The following number of children people with Education, Health and Care Plans or Statements of Educational Need 0

We monitor the quality of this provision and the impact of the provision through:

* The whole school monitoring cycle
* Learning walks
* Pupil progress meetings
* Individual child review meetings
* Parents evenings
* Professional reports and reviews
* Planning scrutinies
* Regular ongoing professional dialogue
* Communication with parents/carers
* TAC meetings

**Support Staff Deployment:**

Support staff are deployed in a number of roles:

* Classroom teaching assistants – supporting wave one quality first teaching
* 1:1 TA’s working with specific children
* Supporting children in various interventions

We monitor the quality and impact of this through planning, lesson observations, learning walks and intervention planning and recording files

**Distribution of Funds for SEN:**

This year, the notional budget for SEN and Inclusion was £2.368.96

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:**

At Veryan School we now have the following:

1 Thrive Practitioner

1 Dyslexic Champion (Strategic Senco lead)

1 Autism Champion

Individual staff have been trained on a needs basis in different areas according to the needs of the children in the school.

Whole school SEND training this year has included:

Whole staff Thrive awareness session

Whole staff Autism awareness training

**Partnerships with other schools**

**Veryan C E School is part of St Piran’s Multi Academy Trust.**

**The other schools include:**

**Bishop Bronescombe CE School**

**Grampound Road CE School**

**Ladock CE School**

**Grampound with Creed CE School**

**How we manage transitions:**

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

* The Roseland Academy

This year, 1 child/young person 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.

2 children/young people on our Record of Need in 2015/16 made a successful move to Secondary School

We ensure that the transition from other pre-school settings is smooth by ensuring that staff communicate with staff of previous setting. Staff also have transition meetings with parents either at home or in the school setting.

We support the transition from class to class by ensuring that all information is passed onto the new teachers. Records are shared and a transition meeting held to give the staff the opportunity to share all information. Where possible new class teachers attend SEND review or TAC meetings.

The transition from year 6 to secondary school is supported through a variety of ways including visits form staff at new schools to the children at Veryan school, the sharing of records through meetings with the year 6 teachers and the head of school,

For children/young people joining our school with SEN, our Senco / or relevant staff will meet with previous settings and parents prior to them starting at Veryan School.

**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 Action Plan. The SENCO works closely with the Head of school to address and areas of development in SEN.

**Our complaints procedure:**

Anyone wishing to make a complaint with regard to SEN support and provision should follow the guidance in the MAT complaints policy.

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 Mr Josh Tyers

 Miss Emeline Goodall (Deputy DSL)

The Designated Children in Care person in our school is Josh Tyers

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

Our Accessibility Plan is available on request.

The School Development plan can obtained from the school office if required

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.