

Coverack Primary SEND Information

Name of SENDCo: Sue Fazakerley-Owen Dedicated time weekly: 2 hours/week

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280529

School Offer link: <http://www.cornwallfisdirectory.org.uk>

Whole School Approach to Teaching & Learning:

- ✓ High Quality Teaching & Learning – All teachers are responsible for the learning & progress of every child in their class, including those with SEND. Pupils are also encouraged to take responsibility & accountability for their own learning.
- ✓ An inclusive, differentiated & personalised approach to enable all learners, including those with SEND, to engage with all aspects of school life. This accounts for all types of learners & whole school themes inspire & enthuse the learning.
- ✓ Class teachers plan a progressive curriculum to support pupils with accessing the curriculum with the appropriate level of content & support.
- ✓ Agreed Non Negotiables for teaching & learning enable class teachers to deliver in a consistent approach.
- ✓ Equality of opportunity for all pupils is promoted through PSHE sessions to ensure that pupils with disabilities are not treated less favourably than others

Accessibility for Disabled pupils:

The school plans overtime to develop the accessibility of provision for all pupils, staff & visitors (see the accessibility plan on the school website). The main priorities in the school's accessibility plan are the following areas:

- ✓ Increasing the extent to which disabled pupils can participate in the school curriculum
- ✓ Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education & associated services.
- ✓ Improving the delivery of information to disabled pupils, staff, parents & visitors of information that is provided in writing for pupils & adults who are not disabled.

Our Graduated Response for Learners:

- ✓ Continual monitoring of the quality of teaching
- ✓ Identifying & tracking the progress of children/young people that require support to catch up by discussion at our fortnightly staff meeting re children who are a concern
- ✓ Pupils added to the register of need
- ✓ Considering prior knowledge of pupils (inward mobility from other schools/ preschool)

Author of Report: Lisa Woodhouse

Date of report: November 2022

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setting)

- ✓ Identification of children/young people requiring SEN Support & initiating of 'assess, plan, do, review' cycle
- ✓ Consideration of application for Education, Health & Care Plan
- ✓ All children/young people identified as requiring SEN Support, or with an Education, Health & Care Plan (or statement) are on our Record of Need.

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

- ✓ Staff observations-TAs & HLTAs consulting with teacher
- ✓ Class teacher refers to SENDCO
- ✓ 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 & well-being. Our pastoral support arrangement for supporting the emotional & social development of all children/young people, including those with SEND, is set out in our School Offer. Our measures to prevent bullying can be seen in our behavior policy under 'anti-bullying'.

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

What	Who	When
Informal Discussions	Class Teachers, Pupils, Parents, Headteacher	Daily (as & when needed)
Parents Evenings	Class Teachers, Pupils, Parents	Autumn & summer term
Home-School Book	Class Teachers, Pupils, Parents	as & when
'This is me'	Pupils	EHC Annual Reviews
Assess, Plan, Do, Review meetings	Class Teachers, SENDCo Headteacher	Continually reviewed Formally-half-termly

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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 half termly meetings in partnership with the child/young person, their parents & the class teacher. Please see our SEND Policy for further details.

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

been:

- ✓ Communication & Interaction – SALT
- ✓ Cognition & Learning – Quality First Teach/RWi small group intervention/1:1 reading conferences/Maths intervention group/Spelling intervention/Assessments by Educational Psychologist/Pre-teaching/SATs support group
- ✓ Social, Emotional & Mental Health –Educational Psychologist guidance/PSHE sessions/group & 1:1 support with identified key worker (Mental Health Support Worker)
- ✓ Sensory &/or Physical Needs – Sensory intervention

During the 2021/22 academic year, we had 5 Children/young people receiving SEN Support & 0 children/young people with an Education, Health & Care Plan or Statement of Educational Need.

We monitor the quality of this provision by measuring the progress of children's learning against national age-related expectations & the progress they make. All staff are deployed to carry out extra provision & are trained for the role. Half-termly all teaching staff meet to discuss provision on offer.

We measure the impact of this provision by tracking children & measuring impact.

Support Staff Deployment:

Support staff are deployed in a number of roles:

- ✓ 1:1 Interventions including 1:1 support with identified key worker (Mental Health Support Worker)
- ✓ Small Focus Group

Distribution of Funds for SEND:

This year, the budget for SEND & Inclusion was allocated in the following ways:

- ✓ Support staff
- ✓ External Services (See School Offer)
- ✓ Teaching & Learning resources
- ✓ Staff training

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Continuing Development of Staff Skills:

Area of Knowledge/Skill	Staff Member	Training Received
Physical Team Teach	Lisa Woodhouse	24.04.19
Emotional wellbeing Draw & Talk	Lisa Woodhouse	July 2022
Lego Therapy	Lisa Woodhouse Michaela Peters Nic Warren Megan Pascoe	
Boxall Profiling	Lisa Woodhouse Sue Fazakerley-Owen	
Other SEN Network Meetings	Lisa Woodhouse	Termly
Area Disadvantaged & SEN meeting		July 2021

We monitor the impact of this training by tracking the progress of relevant children & through learning walks.

Partnerships with other schools & how we manage transitions:

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

- ✓ Discussions & contact with SENDCos via Trust network meetings
- ✓ Visits to other schools prior to transition
- ✓ Link with local schools regularly through physical education

We ensure that the transition from Nursery to Reception is smooth by inviting our new intake to take part in transition days during the Summer term. Class teachers also liaise with local nurseries.

We support the transition from each year group through mixed aged year groups & team teaching i.e. sharing classes so pupils know all adults.

The transition from year 6 to secondary school is supported through regular visits to their new school throughout the year. All children attend the transition days. We encourage heads of year 7 to visit the children in their primary setting. Discussions between class teacher & the Head of year 7 take place.

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For children/young people with SEND, we also keep up to date with outside support available & ensure we contact as & when needed.

Parents are included in this process through the termly meetings & may be contacted more often required.

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Ongoing development:

We work hard to ensure that any areas of support for our learners that can be improved are identified & that strategies are put in place to make those improvements. We do this through our School Development Plan.

Our complaints procedure:

Anyone wishing to make a complaint with regard to SEN support & provision should see our complaints procedure on the school website.

This year to date we have received 0 complaints with regard to SEN support & provision.

Other relevant information & documents:

The Designated Safeguarding Lead in our school is Karenza Dowker/Emma Shainberg

The Designated Children in Care person in our school is Lisa Woodhouse

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

Our Accessibility Plan can be found on our website www.st-keverneschool.co.uk – Information Tab

The School Development plan can be found outside the school office & on the web-site.

Our SEND Policy & 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 SEND, can be viewed from the link on our website www.st-keverneschool.co.uk – Information Tab

Our SEND Policy, School Offer & Information Report have been written in accordance with the Disability Discrimination Act 1995, the Equality Act 2010 & the Children & Families Act 2014.

The Local Governing Body approved this SEND Information Report on: 14.11.22