



SEND Information Report

For academic year 2015-2016

Name of SENCo: Miss Lori Furniss

Dedicated time weekly: 4.5 days

Contact email: lfurniss@mount-charlessch.org

Contact Phone Number: 01726 73911

Name of SEN Governor: Mrs Zoe Stephens

School Offer link: <http://www.mount-charlessch.org/website/send/222907>

Policy

The Special Educational Needs policy is updated annually in the autumn term and is written in line with the new Code of Practice for Special Educational Needs and Disability (SEND) 2014 which replaces the Code of Practice 2001. The code details the rights and responsibilities of parents and children throughout the process.

SEN Policy link: <http://www.mount-charlessch.org/website/send/222907>

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.

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:
 - Ongoing curriculum assessments
 - Tracking progress using data
 - Termly meetings between class teachers and SENDCo
 - Further assessments by specialists, including those from external agencies
- ✓ How we identify children that need additional or different provision:
 - Initial concerns raised and addressed through normal classroom practice (by parent of teacher).
 - If the child does not respond, or if their needs are additional or different from normal classroom practice, then the child would be monitored by the teacher and SENDCo and put 'On Alert' on the school register.
 - If the child requires further additional or alternative provision and the school is required to consult with outside agencies, then the child is considered to be receiving 'SEN Support' and the "Assess, plan, do, review" cycle is initiated.
 - In some cases, a child's needs cannot be met by the support outlined and an Education and Health Care Plan is requested.
- ✓ 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.



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HEADTEACHER

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.

Numbers of pupils with SEN

SEN Numbers 2015-2016 Including the Area Resource Base	
Statement/EHC Plan	17
SEN Support	60
Total	77 (18% of whole school)

Specific needs of SEN pupils 2015-2016 based on New SEN Code of Practice areas of need. Some children require support in more than one of these areas	
Social, Emotional and Mental Health (including ADHD)	6
Sensory and/or Physical	2
Cognition and Learning (including Dyslexia)	33
Communication and Interaction (including ASD)	36

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 Miss Furniss 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 – Speech and Language Therapy sessions, Time to Talk sessions, Group work opportunities within the classroom and structured during lunchtimes, visual timetables, Widget symbols to support changes, Transition photograph books.
- ✓ Cognition and Learning – Better Reading Partners, Project X Code intervention, Nessy, RM Maths, Precision Teaching, provision of additional resources such as easy grip pens, Clicker 6 and coloured overlays.
- ✓ Social, Emotional and Mental Health – Draw and Talk sessions, Mentoring sessions, Social Emotion and Mental Health group interventions, access to enrichment activities such as clubs, trips and overnight stays, referrals to external agencies.
- ✓ Sensory and/or Physical Needs – Fun fit, Dough gym, Funky feet,

We monitor the quality of this provision by meeting regularly with the staff providing the support, meeting regularly with parents, monitoring the impact of the provision within the intervention and the classroom.

We measure the impact of this provision by reviewing the impact the provision is having on the child both within the intervention and within the classroom environment through meetings and general formative assessment.



Progress of Pupils with SEN 2015-2016

KS2 Attainment, % achieving the expected standard in mathematics

	All	No SEN	SEN Support	SEN EHCP or Statement
National	70%	78%	36%	14%
School	56%	67%	20%	0%
Difference	-14%	-11%	-16%	-14%

Results for all groups are below national results. Results for Pupil Premium children are closer to national results (only 3% below) than results for other groups. The three children with a Statement for SEN were all on P levels at KS1; even with good (above national average) progress, they would not have achieved the expected standard at the end of KS2.

Progress scores for children on SEN Support are positive in all three subjects, compared with negative progress scores nationally in all three subjects for children on SEN Support. Progress scores for children on SEN Support are, in all three subjects, higher than national progress scores for children with No SEN.

KS1 Attainment Summary for SEN and Pupil Premium children

None of the four children with a Statement for SEN or EHC Plan achieved the new, higher expected standard at the end of KS1 for any subject. One child (25% of the group) was assessed as Working towards the expected standard for all three subjects – this is in line with national results.

Children on SEN Support achieved better than national results for the percentage of children achieving the expected standard for all three subjects.

SEN Pupils Attendance

Percentage of Sessions

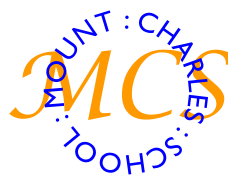
Group	Presents	AEA	Authorised Absences	Unauthorised Absences	Possible	% Attend
SEN Pupils	93.1	1.7	5.0	0.2	100.0	94.8
Totals	93.1	1.7	5.0	0.2	100.0	94.8

No children with SEN were excluded during the school year.

Distribution of Funds for SEN:

During 2015-2016 this was allocated in the following ways:

- ✓ Deployment of Teaching Assistant staff
- ✓ Targeted teacher time
- ✓ External Services (See School Offer)
- ✓ Teaching and Learning resources
- ✓ Staff training



Support Staff Deployment:

Support staff were deployed in a number of roles:

- ✓ Working with small groups within the classroom.
- ✓ Working with small intervention groups.
- ✓ Working with individual children in interventions.
- ✓ Working with individual children within the classroom.
- ✓ Working with children during break and lunchtimes to facilitate social communication skills.
- ✓ SENDCo support for teachers, teaching assistants, children and parents, as well as the completion of administrative works and liaison with external agencies.

We monitor the quality and impact of this support through learning walks, pupil conferencing, staff discussions, meeting with parents, monitoring of assessment information and provision maps.

Continuing Development of Staff Skills:

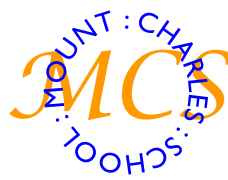
Staff training 2015-2016 included:

- Draw and Talk training
- ReSET training
- Whole School Mental Health training
- Attachment Training
- Team teach training (Physical restraint)
- Emotion coaching
- Sensory understanding and story training
- Autism Spectrum Awareness training
- Vision Impairment Support
- Complex Communication Needs training
- Behaviour Support training
- Raising Achievement of Disadvantaged pupils conference.
- Effective use of Teaching Assistant training.
- Effective Questioning strategies
- Monthly Teaching Assistant training to ensure cascading of information and upskilling across a range of areas.
- Completion of the National Award for Special Educational Needs Co-ordinators.

Whole school training this year has included:

- Precision Teaching
- Sensory difficulty awareness and sensory story.
- Emotion Coaching
- Dyslexia Awareness
- Building Learning Power

We monitor the impact of this training through learning walks, pupil conferencing, follow up staff meetings and drop-in sessions for staff to raise queries. Through these methods we have seen a positive response to the emotion coaching through an improvement in behaviour and even the start of self-regulation in some of the Reception children. It has also become evident that the children are



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starting to think of the learning skills they have applied during the lessons through the comments they make referring to the characters that link to building learning power. Developments have been made to the Social, Emotional and Mental Health provision as a result of the ReSET and other linked training, this has resulted in the children making positive choices and changes and through pupil conferencing they demonstrated knowledge of strategies to help themselves.

Partnerships with other schools and how we manage transitions:

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

- ✓ SENCo network and cluster meetings within and outside the Peninsula Learning Trust.
- ✓ Year groups and subject leader liaison across the Peninsula Learning Trust.
- ✓ Sharing of good practice ideas.

This year, 1 child requiring SEN Support came to us from our partner schools, with 0 children with Education, Health and Care Plans or Statements of Special Educational Need. There have been 2 children on our Record of Need in 2014/15 made a successful move to other local schools. In addition, successful transition processes were in place for 10 SEN Support children and 1 Statemented child to their chosen Secondary Schools.

We ensure that the transition from Nursery to Reception is smooth by contacting all Nurseries early in the summer term, teachers and SENDCo's visit the Nurseries and become involved in any meetings with parents, a meeting with all new parents providing comprehensive information packs and opportunity to ask questions, a series of 6 morning sessions for children to visit with their parents, a one hour transition session in their new class without parents.

We support the transition from Reception to Year 1 by providing transition sessions for the children to visit their new classroom, the Year 1 teachers also visit the children in their Reception class and share stories and activities.

We help children to make the move from year 2 to 3 by providing transition sessions for the children to visit their new classroom as well as additional opportunities for children to meet their teachers.

Across all transition points from Year to year children are able to visit their new class, teacher and support staff for extended periods. This year, some children spent time walking the new route to and from their new classroom, they took photographs of the staff, route and the classroom to create photo books that they could look at over the summer.

The transition from year 6 to secondary school is supported through close liaison with the class teachers and the SENDCo from Mount Charles with the staff from the Secondary schools. Transition sessions are put in place and additional opportunities are provided for children with Special Educational Needs. Secondary staff are involved in any key meetings between school and parents in the summer term.

Parents are included in this process through meetings with the teachers and SENDCo, open evenings to allow parents to visit and meet the new class teacher and see the classroom.

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



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School Development Plan, which includes our SEN Development/Action Plan. This can be found on our school website.

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

<u>What</u>	<u>Who</u>	<u>When</u>
Informal Discussions	Teachers and SENDCo	When required
Parents' Evenings	Teachers	Termly
Home-School Book	Teachers	Daily
Assess, Plan, Do, Review meetings	Teacher and SENDCo	Termly
Annual Reviews	Teacher and SENDCo	Annually
Team Around the Child meetings	Teacher, Pastoral worker, SENDCo	Half termly/Termly dependent on child
Pupil conferencing	SENDCo	Twice yearly
School Council	Class teacher, Class councillors, School Council, School council lead staff	Weekly
PSHE sessions	Class teacher, peers	Weekly

Our complaints procedure:

Anyone wishing to make a complaint with regard to SEN support and provision should first contact the teacher or the SENDCo. If this does not lead to the issue being resolved then please contact Mrs Bunting (Head teacher).

This year we received 0 complaints with regard to SEN support and provision.

Other relevant information and documents:

The Designated Safeguarding Lead in our school is Miss L Furniss.

The Designated Children in Care person in our school is Miss L Furniss

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 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: Parent Pages, SEND.

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.