



Name of SENCo: Alison McDonald
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Name of SEN Governor: Mrs Kathryn Evans
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 SEND.
- ✓ An inclusive, differentiated and personalised approach to enable all learners, including those with SEND, to engage with all aspects of school life.
- ✓ Refer to Teaching and Learning Handbook

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
- ✓ Identification of children/young people requiring SEND 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 SEND Support, or with an Education, Health and Care Plan (or statement) are on our Record of Need

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

- ✓ Class teacher refers to SENDCO - criteria
- ✓ Ongoing curriculum assessments
- ✓ Tracking progress and attainment using our data programme
- ✓ 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. Our pastoral support arrangements for supporting the emotional and 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 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	All teachers and TAs, children and parents	Ongoing during learning sessions and over time
Parents’ Evenings/ open evenings	All teachers	Three times a year
Home-School Book	Teachers and parents	Ongoing- class 1 ,2 and 3
Assess, Plan, Do, Review meetings	Teachers, SENCO and children	Termly 3 x a year However targets are



		ongoing in our daily practice
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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 the class teacher and/ or the SENDCO in partnership with the child/young person, their parents. Please see our SEND Policy for further details.

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

- ✓ Communication and Interaction – In house Speech and Language support, NHS Speech and Language support
- ✓ Cognition and Learning – Inclusive classrooms and removal of barriers to learning
- ✓ Social, Emotional and Mental Health – Forest School and Trauma Informed Schools/ Emotional first aid
- ✓ Sensory and/or Physical Needs – Fun- fit , WRAPS and access to the Occupation Therapy team

During the 2019-20 academic year, we had 20 Children/young people receiving SEND Support and 4 children/young people with Education, Health and Care Plans or Statements of Educational Need.

We monitor the quality of this provision by observing teaching and learning in the classroom and scrutinising teachers planning.

We measure the impact of this provision by monitoring pupil's progress over time, no matter how small the steps are. The school has tracking tools to check the progress for every child every month as well as half termly.

Support Staff Deployment:

Support staff are deployed in a number of roles:

- ✓ 1-1 support for specific pupils who vary in need- ASD/ ADHD/ Dyspraxia/ Dyslexia/ SEMH/ Physical.
- ✓ Additional support from teaching assistants for our vulnerable pupils with SEMH and those not on the SEND record of need.
- ✓ Interventions for those pupils needing additional support with literacy and numeracy skills.

We monitor the quality and impact of this support by reviewing the support monthly, half termly or termly as well as annually.

Distribution of Funds for SEN:

This year, the budget for SEN and Inclusion was £

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>
Autism Champions	Eileen Corcoran	ASD Champions
	Tim Johnson	ASD Champions
Emotional First Aiders	Justin Holmes	EFA trained
	Cathy Breslin	EFA trained
	Shelley Landry	EFA trained
Trauma Informed Schools	Shelley Landry	TIS UK Trained
	Alison McDonald	TIS Trained

Whole school training this year has included...

Groups of Staff have also developed their knowledge of Dyslexia by twilight training with Cognition and learning advisor from Cornwall Council.

We monitor the impact of this training by conducting planning scrutinise and also 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:

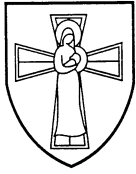
- ✓ Work with the Bodmin College vulnerable group to facilitate clear transition for all pupils to Bodmin College for all pupils, SEND and disadvantaged.
- ✓ Work with feeder pre-school settings to ensure there are good transitions in place for all pupils.
- ✓ Work with a wide range of agencies and professionals to ensure that transition is good or better before they start our school, whilst moving to our school and as they leave our school to attend secondary school settings.

This year, 2 children/young people 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. 6 children/young people on our Record of Need in 2019-20 made a successful move to Bodmin College and Wadebridge School.

We ensure that the transition from Nursery to Reception is smooth by inviting parents in to a meet and greet session as well as having pupil transition days.

We support the transition from Reception to Year 1 by having enhanced transition for vulnerable pupils as well as having transition days for the whole cohort.

We help children to make the move from year 2 to 3 by having enhanced transition for vulnerable pupils as well as having transition days for the whole cohort.



The transition from year 6 to secondary school is supported through having enhanced transition for vulnerable pupils as well as having transition days for the whole cohort. Pupils also have transition passports to help them make the move.

Parents are included in this process through having structured conversations about their child and also making sure we are clear of their need.

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.

Our complaints procedure:

Anyone wishing to make a complaint with regard to SEND support and provision should inform the Headteacher in writing, or visit the office to make an appointment to meet on a face to face basis.

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 Alison McDonald (Headteacher)

The Deputy Designated Safeguarding Lead and Safeguarding Coordinator in our school is Mrs Shelley Landry (Pastoral Lead)

The Designated Children in Care lead is Mrs Alison McDonald (Headteacher)

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

Our Accessibility Plan can be found on our website <https://www.st-marys-bod.cornwall.sch.uk/web/policies/42713>

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 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.