



St Stephen Churchtown Academy

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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 DSEN.
- ✓ An inclusive, differentiated and personalised approach to enable all learners, including those with DSEN, to engage with all aspects of school life.
- ✓ Refer to Teaching and Learning 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 monitoring their progress.
- ✓ Identification of children/young people requiring DSEN 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 DSEN 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 (SEND Flow Chart)
- ✓ 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. Our pastoral support arrangements for supporting the emotional and social development of all children/young people, including those with DSEN, 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	Class teachers, Support staff and SENDCo.	As and when needed or requested.
Parents' Evenings	Class teachers and SENDCo	Three times a year.



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Home-School Book	Parents/Carers and classroom staff.	Daily as agreed between parent/carer and class teacher.
Assess, Plan, Do, Review meetings- Learning Passport meetings	Parents/Carers and SENDCo.	Termly
Parent meetings to discuss needs and progress.	SENDCo and parent/carer	Termly or as needs arise.

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 SENDCo in partnership with the child/young person, their parents and the class teacher. Please see our DSEN Policy for further details.

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

✓ **Communication and Interaction:**

- Time to Talk and Socially Speaking intervention to enable children to build on their skills in a nurturing, small group environment.
- THRIVE intervention 1:1 sessions and group sessions to develop their social skills, addressing emotional developmental needs which builds resilience and resourcefulness
- Opportunities to develop communication skills in school productions and class performances.
- Speech and Language Therapy 1:1 delivering the care plan from the Speech Therapist.
- The use of visual prompts such as visual timetables, now and next boards and traffic light cards.
- Alternative ways of recording learning- for instance the use of IPad apps, video, adult scribing and photos.
- Good practice in teaching, for example the use of clear unambiguous language, asking children to repeat back instructions, task management boards, reward systems.
- RWInc spelling implemented across the whole school.
- The formation of a School Council with the opportunity for everyone to run for election.
- Clubs including: Netball, Cross country, Football, Indoor boules, Tag rugby, Gymnastics, Cookery and Tag rugby.

✓ **Cognition and Learning:**

- Phonological awareness intervention
- TA support for children who need extra support with their learning
- Dyslexia screening
- Precision teaching
- Toe by Toe
- Extra adult support for children who need catch up opportunities
- Rapid phonics intervention across whole school

✓ **Social, Emotional and Mental Health:**



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- Draw and Talk intervention
- A trusted adult to act as a support for children needing emotional support
- Staggered timetable/personalised timetable
- THRIVE
- Theraplay sessions from an outside agency.
- Dreadnoughts

✓ **Sensory and/or Physical Needs:**

- Funfit gross and fine motor intervention
- Sensory sessions focused around specific guidance from Occupational Health professionals
- Access to sensory objects such as stress relievers, chew toys, wobble cushions and heavy muscle work opportunities.
- Regular physical breaks for children who need a break in between lessons.

We monitor the quality of this provision by meeting regularly with the parents, discussing issues or needs as they arise, liaising with class teachers and support staff, monitoring interventions and planning, regular training updated across the school. An Aspire DSEN reform group is working on improving and sharing good practice in DSEN.

We measure the impact of this provision by looking at data from Classroom Monitor, Rising Stars term assessments and P scales, talking to children and parents, assessments from outside agencies such as Speech and Language.

Support Staff Deployment:

Support staff are deployed in a number of roles:

- ✓ Delivering small group/ 1-1 intervention
- ✓ Liaising with parents and meeting and greeting
- ✓ Running clubs
- ✓ Lunchtime supervision
- ✓ Supporting learning in class
- ✓ Supporting individual children or groups in class
- ✓ Pastoral support throughout the day

We monitor the quality and impact of this support by giving them opportunities to develop their training, having different roles for them in different classes, moving them around each year to give them wider experiences, opportunities to liaise with other schools, discussing issues and strengths with them, informal discussions, talking to children.

Distribution of Funds for DSEN:

This was allocated in the following ways:

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



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<u>Area of Knowledge/Skill</u>	<u>Staff Member</u>	<u>Training Received</u>
Dyslexia Champion	Mrs Ellis Mrs Havenhand	Dyslexia Champion course (booked March 16 th 2017) Dyslexia awareness course
Dyslexia	Mrs Havenhand	DST training Memory awareness training Spelling awareness training
Autism Champion		
Precision Teaching	Mrs Smith	Precision Teaching training
Draw and Talk	Mrs Geach Miss Motherwell Mrs Wevill Mrs Woolley Mr Pinder Mrs Richards	Draw and Talk training
First Aid	All staff	Basic Training
Team Teach	Mrs Geach Mrs Menhinnitt Mrs Ellis Miss Motherwell Mr Shrewsbury Mrs Wevill Mr Welch Mrs Carter Mrs Richards	Team Teach
Health and well being	Mrs Lawther Mr Shrewsbury	Health and Well Being Champion
Safeguarding	All staff	Tier 2
Safeguarding	Mrs Dance Mr Welch	Tier 3
First Aid Paediatric	Miss Motherwell Mrs Hancock Mrs Menhinnitt Mrs Burnett Mrs Amos Miss Case Mrs Geach Mrs Ellis Miss Lyne Mrs Andrews Mrs Ridpath and Mrs Jago	Paediatric First aid 2 day course



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Mini Bus driver	Mrs Ridpath Mrs Menhinnitt Mr Shrewsbury Mrs Dance	
FGM	All staff	On-line
PREVENT	All staff	On-line
Dyscalculia		
THRIVE	Mrs Geach Mrs Menhinnitt	10 day Thrive practitioner course

We monitor the impact of this training by liaising with staff to see how they feel the training has impacted on their practise, 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:

- ✓ Heads of Schools meetings
- ✓ DSEN reform group meetings
- ✓ Transition to secondary school: planned transitions, regular communication with them, opportunity to attend summer activities.
- ✓ Academy trips, camps and sporting events
- ✓ Moderation meetings
- ✓ Learning walks in other schools

We ensure that the transition from Nursery to Reception is smooth by having regular discussions with the Nursery and Reception. Children have the opportunity to work alongside pupils in the Reception class prior to entering and work on learning based projects together in the summer term. Additionally, all through the year Nursery pupil and parents have regular opportunities to participate in learning using school facilities e.g. the hall for PE, IT suite, Library for Parents and Child.

Parents have opportunities to look around the school before the child is due to attend and transition days are planned into the school calendar culminating in a parent meeting with all staff connected with Reception pupils.

We support the transition between classes and teachers by planned transition days, regular opportunities for children to speak to other members of staff in school through clubs, assemblies, playground duty and when moving around the corridor. Extra transition times planned if necessary.

The transition from year 6 to secondary school is supported through planned transition days, visits from the secondary school to our school, SENDCo support in the Autumn term by visiting the secondary school. Transition day for SENDCo to share DSEN with the Secondary Schools.

For children/young people with DSEN, we also inform the school about individual children's needs, plan extra opportunities for more visits or more transition days if needed, create an All About Me to help the child to understand their new setting.



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Parents are included in this process through voicing any concerns they might have, supporting them in the application process and how to refute given school placements.

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 Aspire Development Plan, which includes our Hub development plan and DSEN Development/Action Plan. This can be found on the school website.

An Aspire DSEN reform group meets throughout the year to discuss and make changes to DSEN provision to ensure that it is constantly being assessed and refreshed if needed.

Our complaints procedure:

Anyone wishing to make a complaint with regard to DSEN support and provision should contact the Head Simon Welch.

This year we receive 0 complaints with regard to DSEN support and provision.

Other relevant information and documents:

The Designated Safeguarding Lead in our school is Mr Welch, Mrs Dance and Mrs Smith

The Designated Children in Care person in our school is Mr Welch

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

Our Accessibility Plan is available on the school website.

The Aspire Development plan can be found on our website.

Our SEN Policy and School Offer (our contribution to the Local Offer) can be accessed on our website.

Details about our curriculum, including how it is made accessible to children/young people with DSEN, can be viewed from the link on our website <http://www.st-stephen-churchtown.cornwall.sch.uk/website>

Our DSEN 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.