



Camelford Primary School – Information Report

The Governing Body approved this SEND Information Report on: 13th February 2019.

This SEND Information Report was reviewed and amended: December 2018

Name of SENDCo: Mrs Karen Stringer

Dedicated time weekly: 4 days a week

Contact email: kstringer@camelford.cornwall.sch.uk

Contact Phone Number: 01840 212376

Name of SEN Governor: Sarah Kirk

School Offer link: <http://www.camelford.cornwall.sch.uk/>

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

Our Graduated Response for Learners:

- ✓ Continual monitoring of the quality of teaching
- ✓ Identifying and tracking the progress of pupils that require support to catch up
 - Termly assessments
 - Book scrutiny
 - MAT moderation
 - Pupil progress meetings
 - Intervention records
- ✓ Identification of pupils requiring SEN Support and initiation of the Assess, Plan, Do, Review cycle.
- ✓ Seeking support from outside agencies.
- ✓ Consideration of application for Education, Health and Care Plan.
- ✓ All pupils identified as requiring SEN Support, or with an Education, Health and Care Plan (or Statement) are on our Record of Need.

How we identify pupils that need additional or different provision:

- ✓ The use of an On Alert system, where concerns and impact of provision are clearly documented allowing a class teacher to closely monitor a pupil's needs and their progress, after an intervention that has been put into place.
- ✓ Class teacher refers to SENDCO – use of referral form after trying different strategies in class through differentiation and interventions (quality first teaching)
- ✓ Ongoing curriculum assessments
- ✓ Tracking progress using school systems
- ✓ Use of assessment information/progress rates etc. pre/post interventions
- ✓ Use of attainment and progress data for children with SEND across the school
- ✓ Monitoring by SENDCo
- ✓ Pupil progress meetings
- ✓ Further assessments by specialists, including those from external agencies: Speech & Language Therapist, Educational Psychologist, Physical Disabilities Advisor, CAMHS, Autism



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Team, Occupational Therapist, Physiotherapist, Sensory Impairment Advisors, The Equality and Diversity Service (EAL support)

We take a holistic approach to all aspects of a child’s development and well-being. Our pastoral support arrangements for supporting the emotional and social development of all pupils, 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	<ul style="list-style-type: none"> • Teachers and SENDCo – regularly to feedback any correspondence with children and parents. • Children and parents offer views for Learning Passports targets. • School hosts parent workshops and curricular events. • Learning Passport reviewed termly with pupil, parents and class teacher. • Open door policy 	<p>As required</p> <p>Termly</p> <p>Termly</p> <p>Termly</p> <p>When required</p>
Parent workshops and training	<ul style="list-style-type: none"> • Karen Stringer, SENDCO and Thrive • Sue Nayeb, Pastoral Support and Thrive • Ben James – ARB Teacher • Class teachers – all areas • Outside Agencies 	<p>Throughout the year</p> <p>When there is a requirement to do so.</p>
Representation on Governing Body	<ul style="list-style-type: none"> • Parental Representation on Governing Body 	Regular meetings
Parents’ Evenings – Learning Conversations	<ul style="list-style-type: none"> • Individual class teachers • SENDCo availability – booking a slot or being called upon by teachers. 	Termly
Assess, Plan, Do, Review meetings	<ul style="list-style-type: none"> • Class Teacher, SENDCo and parents meet to update Learning Passports. • SENDCo has informal meetings with parents and pupils 	<p>Half-termly</p> <p>As required, appointments booked at the office or with SENDCo</p>

The Assess, Plan, Do, Review Cycle:



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For pupils on our Record of Need, an Assess, Plan, Do, Review cycle will be established by the SENDCo in partnership with the pupil, their parents and the class teacher. Please see our SEN Policy for further details.

This year, provision made for pupils on our Record of Need has been:

✓ **Communication and Interaction:**

- Specialist speech therapist
- Social stories
- Class and individual visual timetables/schedules
- Now and Next boards
- Talking Tins
- Communication boards
- Communication Passports
- PECS and photos
- Precision Teach
- Pre-teaching key topic vocabulary
- Rules and routines displayed
- Processing time given
- Makaton/Sign Language
- Music

✓ **Cognition and Learning:**

- Pre-teaching for new concepts, support learning
- Dyslexia screening
- Access to coloured exercise books, overlays, coloured whiteboards
- Beat Dyslexia
- Phonics interventions – Fresh Start and RWI
- Wild Tribe
- TEACCH bays and work stations
- Precision Teach
- Multi-sensory curriculum
- CODE Project X intervention group KS1 & 2
- Educational Psychologist support as needed
- Intervention groups
- Pupil response to marking
- Now and Next boards to motivate engagement
- NESSY

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

- Regular pastoral meetings and pastoral support for identified vulnerable pupils
- Pastoral Support Worker available to all children
- Thrive/TIS Practitioners available to all children
- Thrive/TIS approach across the whole school
- Additional adult to support
- Team Teach and Positive Handling support as required
- Breakfast club to support a calm transition into class



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- Individual risk assessments and behaviour plans
- Feelings fans
- Class visual timetable and individual timetables
- Now and Next board
- Sticker and behaviour charts
- Praise Assemblies
- Time-out spaces e.g. pop-up tent, library, outside secure area
- Sensory diet to aid calm transitions throughout the difficult times in the day
- Access to the sensory resources to aid relaxation as needed
- Thrive/TIS Training for all staff
- Referral and access to Dreadnought
- Referrals to MARU, CAMHS, Early Support, TAC, Child in Need as required
- Alternative Lunch Club

✓ Sensory and/or Physical Needs:

- Sensory diets to support pupils with needs identified by the OT
- Access to left-handed writing implements and scissors
- Fine motor skills intervention
- Fun Fit
- Access to TEACCH bays and workstations
- Rainbow Room – Thrive room, relaxation, sensory
- Textured Air cushions
- Access to sensory equipment
- Assessment and advice from physical disabilities advisor
- OT assessments: physical, sensory, equipment referral
- Individual care plans linked to medical needs
- Staff folder which indicates individual medical needs
- Disabled toilets
- Sensory room in the ARB
- Specialist equipment in the ARB
- New play equipment in the ARB playground
- Individual reports for pupil safety and well-being: Intimate Care Plans, PEEP (Pupil Emergency Evacuation Plan), Positive Support Plan, Individual Risk Assessments

During the 2017/2018 academic year, we had 33 pupils receiving SEN Support, of which 13 pupils (10 ARB children and 3 mainstream) with Education, Health and Care Plans.

We monitor and measure the quality and impact of this provision by:

- Learning Walks
- Termly pupil progress meetings
- Data scrutiny
- Book scrutiny
- Lesson observations
- Observations of TAs working with pupils
- Pupil conferencing
- TA and Teacher appraisals
- An Annual Review is held for children with an EHCP



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- Interim reviews can also be arranged throughout the year if deemed necessary
- We implement Learning Passports with SMART targets

Support Staff Deployment:

Support staff are deployed in a number of roles:

- ✓ Intervention support
- ✓ Speech & language support
- ✓ Meeting medical needs for individual pupil
- ✓ Pastoral support
- ✓ Assigned to an individual pupil to encourage independence
- ✓ First aiders: monitoring resources, updating Care Plans, Asthma register
- ✓ Librarian
- ✓ HLTAs
- ✓ Autism Champion
- ✓ General TAs
- ✓ Support for after-school clubs
- ✓ Support for residential or non-residential trips
- ✓ Mini-bus drivers
- ✓ Making resources: Now and Next boards, visual aids, social stories etc.
- ✓ Fun Fit daily sessions
- ✓ Supporting Music Therapy
- ✓ Horse Riding

We monitor the quality and impact of this support by:

- ✓ Observations
- ✓ Learning Journals for children, documenting impact of interventions
- ✓ Training
- ✓ Daily feedback to class teacher or SENDCo
- ✓ Tracking progress
- ✓ Wellbeing Questionnaires
- ✓ Head teacher/SLT - open door policy for support and discussion whenever required

Distribution of Funds for SEN:

The school's budget for SEND children was allocated in the following ways:

- ✓ Support staff
- ✓ External Services (See School Offer)
- ✓ Teaching and Learning resources
- ✓ Staff training
- ✓ Supplying equipment for their provision

Continuing Development of Staff Skills:

- ✓ Our SENDCo has qualified as a Licenced Thrive Practitioner
- ✓ Our Pastoral Support is a qualified Thrive/TIS Practitioner
- ✓ All staff have carried out training in the Thrive/TIS Approach
- ✓ Fortnightly TAs briefings
- ✓ Within the school we have a culture of sharing good practise and expertise



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- ✓ SEND training forms part of the continuing professional development of all teachers and TAs
- ✓ The school works closely with other local schools, sharing training opportunities including INSET days and outside experts.
- ✓ SENDCo carries out a Skills Audit every year
- ✓ The SENDCo meets with the Head to review and plan training
- ✓ External agencies – any that we feel relevant to supporting individual children’s needs within our school including: SEBSS (Social, Emotional & Behaviour Support Service), Health services including: GPs, school nurse, CAMHS (Child and Adolescent Mental Health Service), clinical psychologist, paediatricians, speech and language therapists, occupational therapists and physiotherapists plus Children’s Services including: Early Help locality teams, social workers, educational psychologists and specialist advisory teachers.
- ✓ The school operates an internal training programme for support staff, facilitated by the Head of School and SENDCo. Whole group sessions or bespoke support based upon the needs of both pupils and staff, are timetabled on a regular basis.
- ✓ Whole school training
- ✓ Individual teachers and support staff also attend training courses run by outside agencies that are relevant to the needs of specific children in their class.
- ✓ Ongoing professional development is key to ensuring staff of all categories remain updated and skilled.

Partnerships with other schools and how we manage transitions:

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

- ✓ Transition Meetings with pupils
- ✓ Transition Meetings with parents
- ✓ Home Visits
- ✓ Visiting Pre-schools and Nurseries
- ✓ SENDCo, PE, Maths etc. Cluster Meetings
- ✓ Arrange visits to new schools
- ✓ Transition packs – photos, point of contact, safe areas, maps etc.
- ✓ Social stories
- ✓ Strengthening links with regards to PE across local schools.

This year, 2 pupils requiring SEN Support came to us from our partner schools, with 1 pupil having an Education, Health and Care Plans. 4 pupils on our Record of Need in 2017/18 made a successful move to Sir James Smith, Camelford.

We ensure that the transition from Nursery to Reception is smooth by:

- ✓ The fact that we have an Early Years Foundation Stage Unit.
- ✓ Visits to Preschools and Nurseries in July
- ✓ Transition Days
- ✓ Home visits
- ✓ Additional adult support to help with new routines

We support the transition from Reception to Year 1/Year 2 to 3/all Year groups by...

- ✓ Transition days
- ✓ Teacher to teacher discussion and moderating work
- ✓ Parent’s meeting the teacher



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- ✓ Named coat pegs ready for the September term
- ✓ Newsletters and Curriculum letters for parents
- ✓ Information will be passed on to the new class teacher IN ADVANCE and in most cases, a planning meeting will take place with the new teacher.
- ✓ All Provision and Learning Passports and Journals will be shared with the new teacher
- ✓ Depending on the needs of the child, a visit to their new classroom can be provided. This help them in their understanding of moving to a new class.
- ✓ Social Stories can be made containing photographs of the child's new teachers, classroom, etc. for your child to take home with them over the summer holidays so that they can become familiar with everything whilst they are not in school.

The transition from year 6 to secondary school is supported through...

- ✓ We fully support parents and carers in making decisions about the secondary school they choose for their children and work with them to ensure the smooth transition from KS2 to KS3 is smooth.
- ✓ Pupils will have opportunities to learn about aspects of transition to support their understanding of the changes ahead.
- ✓ Pupils will have the opportunity to visit their new school on several occasions and in some cases staff from the new school will visit your child in school
- ✓ Pupils meet with key members of staff
- ✓ SENDCos meet to discuss vulnerable pupils and pupils on the Record of Need
- ✓ Sharing of school data
- ✓ SEN Reviews, Secondary SENDCos are invited for children with EHCP/Statement of SEN
- ✓ Transition meetings for pupils on SEN Support
- ✓ Pupil transition days
- ✓ Parent and pupil meetings at the receiving secondary school
- ✓ Tours of the school

For pupils with SEN, we also....

- ✓ Additional transition days as needed
- ✓ Pastoral Support and SENDCo – support with transition as needed
- ✓ Support through social stories
- ✓ Shared TAC and Early support with secondary staff to ensure relevant information is passed on
- ✓ SEN Reviews, Secondary SENDCos are invited for children with EHCP/Statement of SEN
- ✓ Transition meetings for pupils on SEN Support
- ✓ Learning Passports and Learning Journals shared with secondary schools
- ✓ Photo journal for the pupil to have at home over the summer, includes photos etc.

Parents are included in this process throughout.

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, which includes our SEND Development/Action Plan. This can be found at <http://www.camelford.cornwall.sch.uk/>



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Our complaints procedure:

Anyone wishing to make a complaint with regard to SEND support and provision should in the first instance speak to the SENDCo or class teacher. If the concern is not resolved, the next step would be to make an appointment with the Head teacher, Mr Lee Bacchus.

Other relevant information and documents:

The Designated Safeguarding Lead in our school is Mr Lee Bacchus.

The Designated Children in Care person in our school is Mr Lee Bacchus.

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

Our Accessibility Plan can be found on our website <http://www.camelford.cornwall.sch.uk/>

The School Development plan can be found on our website.

Our SEND 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 pupils with SEND, can be viewed from the link on our website.

Our SEND 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.