



## **Roche Community Primary School**

### **SEND Information Report 2019-20**

Name of SENDCO: Helen Carlin

Dedicated time weekly: Three days

Contact email: hcarlin@roche.cornwall.uk

Contact Phone Number: 01726 890323

Name of SEN Governor: Mrs Cath Oliver

School Offer link: <https://www.roche.cornwall.sch.uk/our-school/sen>

#### **Whole School Approach to Teaching and Learning:**

Roche Primary School is a mainstream school. At Roche we believe that children have a right to a safe, happy, varied and challenging learning experience. Every individual child matters and all children have abilities and potential which must be realised.

Within this context, commitment, self-responsibility, honesty and respect are the key personal qualities which we value from all members of our school community and that we feel are essential to success in later life.

#### **The approach to teaching children with SEND:**

All teachers are responsible for the learning and progress of every child in their class, including those with SEN. Pupils follow an inclusive curriculum to enable all learners, including those with SEN, to enable them to effectively engage with all aspects of school life.

Children usually work in mixed ability groups, but sometimes, depending on their ability and the specific task, these may be differentiated to meet their need.

A variety of learning styles have been used so the children have the opportunity to engage in different ways. These have included practical hands on activities, problem solving activities, drama, school trips and ICT to name a few. Children have also been given the opportunity to develop independence through the use of individual tasks as well as paired and group work.

For some children, personalised and highly differentiated work has been provided, enabling independent learning. One-to-one support is in place for some pupils who need more intensive support. Each class has teaching assistants who support children within the class during lessons as well as assisting them with catch up work or interventions.

Teachers monitor and track all children in the class. Should a child not be making progress in line with their peers, this will be discussed with parents, the SENDCO and the Headteacher. From these discussions a course of action regarding intervention will be addressed and



implemented. This will be reviewed regularly to ensure that the provision is meeting the needs of the individual.

At Roche we are committed to ensuring that any child in need of additional support has access to this. We offer a variety of intervention programmes. These programmes are identified by the needs of the children and are continually changing to reflect this.

Interventions include, but are not limited to:

- Speech and Language support
- Higher maths intervention for KS2
- White Rose Maths support programme for identified pupils
- Read, Write, Inc. Phonics
- Fine motor and gross motor skill support for identified pupils
- Emotional Coaching support
- Precision teaching
- Phonological awareness
- Application of bespoke and generic IT support programmes, including Times Table Rockstars, Numbots and Nessy Reading and Spelling
- Sensory support

#### **Our Graduated Response for Learners:**

- Continual monitoring of the quality of teaching
- Identifying and tracking the progress of individuals who require support to catch up; addressing their short term barriers to learning; monitoring and tracking their progress.
- Identification of children whose needs are additional and different and who require SEN Support; placement on the School's Record of Need; initiation of "assess, plan, do, review" cycle.
- Referral to agencies for independent assessment of needs Consideration of application for Education, Health and Care Plan.
- All children identified as requiring SEN Support, or with an Education, Health and Care Plan are on our Record of Need.

#### **Identifying Children with SEN:**

Provision for children with special educational needs is a matter for the whole school. The governing body, the school's head teacher, the SENDCO and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities. All teachers are teachers of children with special educational needs. The school has assessed each child's current levels of attainment on entry (Base-Line Assessment) in order to ensure that we build on the patterns of learning and experience already established during the child's pre-school years. If the child already has been



identified as having special educational need, this information has usually been transferred from other partners in their Early Years setting. Every child's progress is continually assessed and work is planned accordingly. All assessments are entered onto our tracking system, which class teachers, SENDCO and Head monitor carefully. Assessment informs teacher planning. Termly meetings with class teachers and Headteacher discuss the data/progress of all children, including those with SEND.

### **Evaluating**

Each term, the class teachers have met with the Head teacher (Jeremy Walden) to discuss all the children within their class and the progress they have made. This ensures that children are receiving the support they require and that this support is making an impact on their progress.

The SENDCO (Helen Carlin) has had termly meetings with both the Headteacher and the teachers to monitor and assess the provision provided. The class teacher and SENDCO will use information to:

- Provide starting points for the development of an appropriate curriculum.
- Identify and focus attention on action to support the child within the class.
- Use the assessment processes to identify any barriers to a child's learning.
- Ensure ongoing observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.
- Inform external agencies so that further assessments by specialists can take place.

Parents are free to contact the class teacher, SENDCO or the Headteacher at any time to discuss their child's progress. Contact can be made through school reception or via the school email at [secretary@roche.cornwall.sch.uk](mailto:secretary@roche.cornwall.sch.uk)

We take a holistic approach of 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:**

<b><u>What</u></b>	<b><u>Who</u></b>	<b><u>When</u></b>
Parents' Meeting	Class teacher/Parent/Pupil	Once a term
Informal discussions	Class teacher/TA/SENDCO	Ongoing
Home-school communication book	Class teacher/TA	Daily <i>** Due to Covid-19 restrictions, home-school books are not currently in use and a bespoke arrangement for each child requiring frequent communication has been established.**</i>
Pupil/Parent interviews	SENDCO	Once a year
Assess, plan, do, review meeting	SENDCO/Class teacher/Parent/Pupil	Once a term
Team Around the Child meeting	Pupil/Parent and all involved professionals	Termly
Annual review	Any pupil with an EHCP	Annually

**Consulting parents of SEND children:**

We have enjoyed being able to continue an open door policy for any parent with regard to the needs of their child. Parents of children with SEND can request additional meetings and extended parents evenings to discuss their child's progress.

Children with SEN will have 'Catch Me Cards' drawn up in partnership with parents every term. This will show targets that teachers and support staff will be working on. These are broken down into small achievable steps, planned for, assessed, reviewed and discussed regularly by the teacher, the SENDCO and parents.

**Consulting young people with SEND and involving them in their education:**

Wherever possible, the children have been involved in thinking about their areas of strengths and difficulties and these are reflected in their Catch me Cards. This allows children to become intrinsically motivated and builds on their esteem. It builds their sense of resilience as well as developing their responsibility and ownership of their learning.

**The Assess, Plan, Do, Review Cycle:**

The children on the Record of Need will be part of 'Assess, Plan, Do, Review' cycles. This will be instigated by the SENDCO, working in partnership with the child, their parents and the class teacher. Please see our SEN policy for more information.

This year, provision made for our children on the Record of Need has included:

- Communication and Interaction



- Speech and Language intervention on a 1:1 basis, supported by an NHS speech and language therapist
  - Social stories
  - Use of visual systems and PECs
  - Use of Colourful Semantics in small groups or 1:1
  - Makaton
  - Support from the ASD team
  - Video and phone calls with staff during the Covid-19 school closure
- Cognition and Learning
    - Focus group interventions in all areas of Literacy and Numeracy
    - Targeted additional adult support
    - Precision Teaching
    - Nessy Reading and Spelling programme
    - ICT provision for home
    - Personalised remote learning during the Covid-19 school closure
    - External specific learning difficulty screening
    - External Educational Psychologist involvement, where appropriate.
    - Support from the ASD team
    - Access arrangements for KS2 SATS i.e. readers, scribes.
  - Social, Emotional and Mental Health
    - External Educational Psychologist involvement, where appropriate.
    - Upcoming Emotion Coaching, ELSA and Trauma Informed School training
    - Playground buddy
    - One to one adult to talk to
  - Sensory and/or Physical Needs
    - External Occupational Therapy involvement, where appropriate.
    - Fine and Gross motor skill small group interventions
    - Sensory room available
    - Coloured overlays
    - Reasonable adjustments i.e. ear defenders, movement breaks
    - Fully equipped wet room

During the academic year 2019/2020, we had 44 children receiving SEN Support and 9 children with an Education, Health, Care plan (EHCP). In 2020/2021 we currently have 48 pupils receiving SEN support and 8 pupils with an EHCP. We monitor the quality of this provision through teaching and learning observations and termly review of targets as set out in their Catch Me Cards.



### **External agency involvement:**

Should a pupil who is on the Record of Need require additional support, the school may enlist the services of an external agency. This will always be done in consultation with the parents/carers and the young person, where appropriate. Professional services that Roche School may access include:

- Educational Psychologist
- Speech and Language therapist
- Occupational therapist
- ASD support team
- CAMHS
- Dyslexia/dyspraxia assessment
- Outreach support from specialist schools
- Early Help Hub, including school nursing and family support workers

### **Support Staff Deployment:**

Support staff are deployed in a number of roles:

- 1:1 and small group intervention.
- Autism Champion
- Social and Emotional wellbeing support.
- Precision teach.
- 1:1 Teaching Assistant for pupils with additional learning difficulties as indicated in their EHCP.

We monitor the quality and impact of this support through analysis of data outcomes, observations of children's learning and evidence in children's work.

### **Distribution of Funds for SEN:**

School does not hold a separate budget for SEND but instead allocates spend from its staffing, resources and training budgets in response to identified need. This is allocated in the following ways:

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

We monitor the impact of training by SEN Governor visits, SIP visits and observations of the teaching and learning. In the academic year 2019/20 we have had staff training on:

- Communication in the Early Years Foundation Stage (C Grigg)
- Autism, with a focus on autism in girls (whole school)



- NASENDCO qualification (H Carlin)
- Bereavement Champion (H Carlin)
- Pathological Demand Avoidance (H Carlin)

Due to the Covid-19 pandemic, training which was arranged but will now be postponed until 2020/21 is Emotion Coaching, ELSA and Trauma Informed Schools.

### **Partnerships with other schools and how we manage transitions:**

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

- The SENDCO is part of a group of a cluster of schools that meet termly to share best practise and develop training.
- Transition meetings are held with the pre-school and secondary school SENDCOs to inform on SEN pupils joining and leaving the school.
- Home-school visits for new children joining reception class; this year these were done on Microsoft TEAMS.
- Early transition visits to secondary school in Y5 for pupils with an EHCP.
- “Transition Week” in the last week of July each year allows pupils to move into their new class and meet the new staff ahead of the coming academic year; class teachers meet with one another, the Head teacher and the SENDCO to have transition meetings to share information so that pupils are adequately supported in their class.
- Some pupils have a Transition Book, which includes visuals of their next class to support their movement to the next year.

### **What is the admission criteria for children with SEND?**

Places will first be offered to children with a Statements of Special Educational Needs or Education Health and Care Plan which names the school. These children will be included in the overall admission number of the school.

### **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 SEN Action Plan.

### **Our complaints procedure:**

Anyone wishing to make a complaint with regard to SEN support and provision should contact the school Headteacher or SENDCO via the school office and then if necessary refer



to the school's complaint policy, which can be found on our school website. This year we received no complaints with regard to SEN support and provision.

### **Special arrangements in relation to COVID-19:**

From September, the government announced plans for all children to return to school on a full time basis.

Following the guidelines provided by the government, which can be found below

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

Roche School will be providing the following:

- Children will be taught in class 'bubbles'. Each bubble will have teachers and teaching assistants assigned to it.
- Children will have access to their relevant curriculum through planned lessons, set by class teachers, which take into account the need for a 'recovery curriculum', to cover any knowledge and skills missed during the Covid-19 pandemic as well as any well-being needs children may have.
- Children will have access to all provisions as listed in SEND Provision section of the SEND information report.
- Interventions will take place within bubbles where possible. Where it is not possible for an intervention to be delivered in a bubble, for example staff do not have appropriate training, staff may work in different bubbles but children will not mix. Trained Teaching Assistants will deliver these interventions following government social distancing guidelines and hygiene practices.
- SEND children will have access to break out spaces, should they need time out of their classroom for any reason relating to their SEND needs.
- Catch Me Cards will continue to be in place for children on the SEND Record of Need and reviews will be conducted via Email, Telephone call or Microsoft TEAMS where possible, or in a socially distanced meeting of up to four people.
- EHCP annual reviews or meetings will be held via Microsoft TEAMS where possible, or in a socially distanced meeting of up to four people.
- Outside agencies will begin providing interventions within school or online via Microsoft TEAMS, where necessary, following all guidance on social distancing and hygiene.





**The offer shown below applies to any children that may need to be taught remotely.**

As stated in the government guidance:

*'Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education'.*

Should there be a case for children to work from home, Roche School will ensure:

- Work will be set by class teachers. It will take in to account the needs of the pupils in their classes and will follow a well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject.
- Teachers will check work regularly to gauge how well pupils are progressing through the curriculum.
- Class teachers will set work and provide resources for individual SEND children relating to the outcomes/targets on their EHCP or SEND support plans.
- We will provide printed resources, such as workbooks and worksheets for pupils who do not have suitable online access.

Parents of SEND pupils may continue to require our support at this time and parents are able to contact the school at [head@roche.cornwall.sch.uk](mailto:head@roche.cornwall.sch.uk) or the SENDCO can be reached at [hcarlin@roche.cornwall.sch.uk](mailto:hcarlin@roche.cornwall.sch.uk)

External agencies will become involved if necessary following the usual graduated response process detailed above.

### **Transition**

We are aware that the transition period for our pupils with SEND has been greatly affected by the current situation. All class teachers have engaged in handover meetings with the incoming class teacher as well as the SENDCO where relevant. We also continue to work alongside our preschool and secondary colleagues to ensure that the information needed is shared and any children needing enhanced transition will receive it.

### **Other relevant information and documents:**

The Designated Safeguarding Lead in our school is Jeremy Walden, Headteacher.

The Designated teacher for Children in Care in our school is Jeremy Walden, Headteacher.

Cornwall Council's Local Offer can be found at [www.cornwallfisdirectory.org.uk](http://www.cornwallfisdirectory.org.uk)

Our Accessibility Plan can be found at <https://www.roche.cornwall.sch.uk/our-school/sen>

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 <https://www.roche.cornwall.sch.uk/our-school/sen>

Details about our curriculum, including how it is made accessible to children/young people with SEND, can be viewed here: <https://www.roche.cornwall.sch.uk/curriculum>

Our SEND Policy, School Offer and Information Report have been written in accordance with the Disability Discrimination Act 1995, the Equality Act 2010, the SEND Code of Practice 2015 and the Children and Families Act 2014.

Date of report: October 2020