

CONNOR DOWNS ACADEMY SEN REVIEW AND REFLECTION 2018 – 2019

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Our 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 Policy.

Our Graduated Response for Learners:

- Continual monitoring of the quality of teaching and learning.
- Identifying and tracking the progress of children/young people that require support to catch up by closely monitoring their progress.
- Identification of children/young people requiring SEN Support and initiation of Individual Learning Plan (ILP) cycle.
- Consideration of application for Education, Health and Care Plan.
- All children/young people identified as requiring SEN Support or with an Education, Health and Care Plan are on our Record of Need.

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

- Class teacher refers to SENDCO
- Ongoing curriculum assessments
- Tracking progress using data
- SENDCO observes and assesses
- 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 SEN Information Report (on school website). Our measures to prevent bullying can be seen in our anti-bullying policy and we fully promote the Equality Act (2010).

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

<u>What</u>	<u>Who</u>	<u>When</u>
Feedback discussions	Class teachers, Support staff and SENDCo.	As and when needed or requested.
Parents' appointments at parent consultation evenings	Class teachers and SENDCo	Meetings offered to all parents in autumn and spring terms Individual appointments offered to all parents of pupils with SEND if requested.
End of year questionnaires	Class teachers and SENDCo as needed	Offered to all parents. Additional feedback sought from all parents of pupils eligible for the Pupil Premium funding.
Home-School Book	Parents/Carers and classroom staff	Daily as agreed between parent/carers and class teacher.
ILP meetings	Parents/Carers and class teacher and/or SENDCo.	At parent meetings as needed or requested
Individual parent meetings to discuss needs and progress.	Parents/carers and SENDCO	As and when needed or requested.
Pupil voice	Teacher- led small group sessions to ascertain pupils' views (including disadvantaged pupils) Pupil involvement in setting and reviewing individual learning targets. Pupil's views shared at Early Support meetings Pupils invited to Annual Reviews. During 2018- 2019 all pupils attended their AR.	Twice during the year termly termly annually
One page profiles for pupils with SEND	Created after discussion with pupils, parents and staff	Updated annually or more frequently if needed

The Assess, Plan, Do, Review Cycle:

For children/young people on our Record of Need, an ILP will be established by the SENDCO 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 included:

Communication and Interaction:

- Use of Socially Speaking resources for pupils in KS2
- Opportunities to develop communication skills in school productions and class performances.
- The use of visual prompts such as displays of daily/ weekly timetables, visual timetables and traffic lights cards.
- Alternative ways of recording learning- for instance the use of iPad apps, video, adult scribing, photos, the use of Talking Tins and recording using Clicker 7 software.
- Good practice in teaching, for example the use of clear unambiguous language consistent across the academy, asking children to repeat back instructions, task management boards, reward systems and promoting a growth mind set approach.
- School Council with the opportunity for everyone to run for election.
- Clubs including: Performing Arts, Gardening, Art, Cooking, Outdoor Learning and reading and maths fun clubs.
- Whole staff dyslexia Awareness Training
- Staff from the Autism Spectrum team visit school to observe pupils and meet with parents to help support the pupil at home.

Cognition and Learning:

- Additional phonics planning using multisensory activities and resources created by SENDCO and delivered by teaching assistants to pupils in KS1 and KS2 needing additional phonics support
- SEN qualified teacher support 1-1 and in small groups for children who need additional support
- TA support for children who need extra support with their learning
- Dyslexia screening
- Toe by toe programme
- Precision teaching
- Teacher and TA led after school 1-1 tuition in spring term in maths for children who need catch up opportunities and to provide additional challenge to support our mastery approach.

Social, Emotional and Mental Health:

- Socially Speaking Intervention
- Playtime and lunchtime nurture groups to support social skills and emotional wellbeing
- School staff support for children needing emotional support
- Staggered timetable/personalised timetable
- Access to specialised support for individual pupils e.g. through CAMHs.
- Staff training in supporting children with mental health needs and with attachment difficulties using the Trauma Informed Schools (TIS) approach.
- Activities to support good mental health during Mental Health Week and at other times during the year

Sensory and/or Physical Needs:

- Fun Fit intervention
- Individual therapy sessions for pupil
- Sensory sessions focused around specific guidance from Occupational Health professionals
- Access to sensory objects such as stress relievers, chew toys, sensory feedback cushions and opportunities for heavy muscle work.
- Physical and/or sensory breaks for individual children to support their sensory, physical or emotional needs
- Training sessions delivered by outside agencies to inform practice e.g. from Vision Support Team.
- We monitor the quality of this provision by meeting regularly with parents and carers, discussing issues or needs as they arise, liaising with class teachers and support staff, monitoring interventions and planning, and provide relevant training to meet the needs of pupils in our academy.
- An Aspire SEND group continues to work collaboratively to improve provision and to share good practice in SEND. During 2018 – 2019 this work has included developing Aspire Charter Marks to support academies within Aspire to audit their provision and put into place actions to enhance provision for pupils with SEND.
- Attendance by SENDCO at ASPIRE training days.
- In our academy we are able to access specialist knowledge through support and advice from the Multi Academy Trust Director for Inclusion (Mrs Susan Costello) who has accessed training as an Ofsted Inspector for SEND provision.
- We measure the impact of our provision using data from Classroom Monitor and P scales and results from national assessments the Y1 Phonics Screening Check and Y2 and Y6 SATs. We also measure the impact of our provision through listening to children's views and by talking with parents and carers. Feedback from outside agencies for example Speech and Language Therapy also helps us assess and measure the impact of our provision.

Support Staff Deployment:

Support staff are deployed in a number of roles:

- Delivering small group intervention including Fun Fit
- Running playtime and lunchtime nurture groups
- Liaising with parents and meeting and greeting
- Running clubs
- Lunchtime supervision
- Supporting learning in class
- Supporting individual children or groups in class

Our SEND intervention lead is Mrs Jenny Ham. Mrs Ham is a qualified and experienced teacher and works full time to solely focus on our pupils with SEND.

We monitor the quality and impact of our support by giving all staff opportunities to develop their training, having diverse roles, promoting opportunities to access wider SEN experiences for example in 2019 when pupils took part in the Trevictus Games at Trevithick Learning Academy, opportunities to liaise with other schools, discussing issues and strengths with them, informal discussions and by listening to and talking with children and parents.

Distribution of Funds for SEND:

This was allocated in the following ways:

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

Continuing Development of Staff Skills:

Whole school training this year has included First aid and Safeguarding including training related to Prevent and FGM.

We monitor the impact of this training by liaising with staff to obtain feedback on how the training has impacted on their role, by evidencing its implementation in school and through learning walks. Training accessed by individual members of staff is cascaded through staff meetings which are attended by teachers and teaching assistants.

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
- Aspire SEND group meetings
- Termly Aspire hub monitoring days
- Access to specialist teaching and workshops led by staff from local secondary schools.
- Shared workshops accessed by our pupils and those from other academies.
- Transition to secondary school: whole class and enhanced transitions, regular communication, opportunity to attend summer activities.
- Academy trips, camps and sporting events
- Shared training (see above)
- Moderation meetings
- Learning walks in other schools
- We ensure that the transition from Nursery to Reception is smooth by having regular discussions with the pre-schools and Reception. The Reception staff visit all nurseries and conduct home visits prior to children starting school. Children and parents have opportunities to look around the school before their child is due to attend, through Learning Together afternoons held weekly in the summer term. Additional transition days are planned into the school calendar to address any specific SEND requirements. During the first week of school a member of staff from the local nursery works in our school alongside the children to help them make a gradual transition.
- 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, shared assemblies and visits, playground duty and when moving around the corridor. Extra transition times are 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 meeting for the parents of pupils with ASD transferring to secondary school.
- For children/young people with SEND, we also inform the school about individual children's needs including through the sharing of one page profiles, and organise extra opportunities for more visits or more transition days if needed.
- Parents are included in this process through voicing any concerns they might have, supporting them in the application process and helping them select the best school for their child's needs.

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 SEN Development/Action Plan. This can be found on the school website.
- An Aspire SEN reform group meets throughout the year to discuss and make changes to SEN 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 SEND support and provision should contact the Head of School, Mrs Janice Eddy, in the first instance.

This academic year we received no complaints with regard to SEND support and provision.

Other relevant information and documents:

The Designated Safeguarding Lead and Single Point of Contact (SPOC) in our school is Mrs Janice Eddy. The deputy DSL was Mrs Hilary Palmer. Mr R Pascoe took over this role in September 2019.

The Designated Children in Care person in our school was Mrs Hilary Palmer. Mrs J Eddy took over this role in September 2019.

Our Accessibility Plan is available on the school website.

The Aspire Development plan can be found on our website.

Our SEN Information Report (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 SEND, can be viewed 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.