



Poltair School Annual SEN Information Report 2016-17

Name of SENCo: Mrs T Brain/Mrs T Foster

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Name of SEN Governor:

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 SEN.
- ✓ 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 children/young people that require support to catch up through data monitoring and discussion with Year Team staff.
- ✓ Identification of children/young people requiring SEN 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 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 SENCO – criteria are established within the school
- ✓ 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 SEN, 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	SENCo, SLT, Year Teams	Half-termly
Parents’ Evenings	All teaching staff, SENCo	See School Calendar
Assess, Plan, Do, Review meetings	Year Teams, Tutors, SENCo	termly



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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...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 been:

- ✓ Communication and Interaction
 - Sessions with Autism Champion
 - Social Skills groups
 - Friendship groups
 - Pastoral support
- ✓ Cognition and Learning
 - Dyslexia Screening Tests
 - Access Arrangements for exams
 - Accelerated Reader Scheme
 - Spelling Club
 - Homework club
 - TA support in lessons
 - Use of ICT, including providing iPads for individuals
- ✓ Social, Emotional and Mental Health
 - School Counsellor
 - Pastoral Team – Year Managers
 - Social Skills
 - Escape From Exclusion
 - ELSA sessions
 - Forest School
 - Gardening
 - Yoga
 - Fitness Suite sessions
- ✓ Sensory and/or Physical Needs
 - Sensory Room
 - Fiddle toys
 - Handwriting interventions
 - 1:1 sports activities
 - Music Therapy
 - Specialist equipment as needed in practical subjects
 - TA support in lessons
 - Toileting equipment and facilities

During the 2016/2017 academic year, we had 63 Children/young people receiving SEN Support and 16 children/young people with Education, Health and Care Plans.

We monitor the quality of this provision by observing lessons, meeting with parents and children.



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We measure the impact of this provision by tracking assessment data, gathering feedback from teaching staff.

Support Staff Deployment:

Support staff are deployed in a number of roles:

- ✓ Autism Champion – 1:1 sessions, small group sessions, lesson drop-ins
- ✓ School Counsellor – 1:1 sessions
- ✓ Year Managers – small group interventions, lesson drop-ins, attendance monitoring and follow-up,
- ✓ Family Support Worker
- ✓ Teaching Assistants – in-class support, 1:1 interventions, Dyslexia Screening Tests,

We monitor the quality and impact of this support by observing sessions, gathering feedback from parents and students and tracking attendance, attainment and behaviour data.

Distribution of Funds for SEN:

This year, the SEN budget was allocated in the following ways:

- ✓ Support staff
- ✓ External Services (See School Offer)
- ✓ Teaching and Learning resources
- ✓ Staff training
- ✓ Alternative Provisions – Alternative Provision Academies (Acorn), Community and Hospital Education, Savvy Education, BF Adventure, Boot Up, White Gold.

Continuing Development of Staff Skills:

<u>Area of Knowledge/Skill</u>	<u>Staff Member</u>	<u>Training Received</u>
Working memory	Mrs Pomeroy	Intervention planning and delivery
Autism Awareness	All staff	INSET day
Dyscalculia	Maths Faculty	Staff meeting training – classroom strategies

Partnerships with other schools and how we manage transitions:

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

- ✓ Primary Feeder schools to develop transition from yr 6 to yr 7
- ✓ SENCo Cluster meetings delivered by Educational Psychologists
- ✓ Managed moves to and from other local secondary schools
- ✓ Use of Alternative Provision Academies



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This year, 17 children/young people requiring SEN Support came to us from our partner schools, with 2 children/young people with Education, Health and Care Plans or Statements of Special Educational Need.

The transition from year 6 to secondary school is supported through SENCo partnership meetings, additional visits and tours, our Summer Transition Project and SENCo attendance and Yr 6 review meetings.

Young people making decisions about their Key Stage 4 subjects are supported by the Autism Champion and the Year 11 pastoral team

We work with Sixth Form/College staff to ensure that young people are prepared for transition from school to further education or training.

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 Development/Action Plan.

Our complaints procedure:

Anyone wishing to make a complaint with regard to SEN support and provision should contact Mr Harrison, assistant Headteacher for Inclusion

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 Miss G Owens

The Designated Children in Care person in our school is Miss G Owens

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

Our Accessibility Plan can be found on our website

The School Development plan can be found on our website

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, including how it is made accessible to children/young people with SEN, 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.