



Constantine School

Name of Acting SENCo: Mrs Sue Plechowicz

Dedicated time: 1 day fortnightly

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Contact Phone No: 01326 340554

Name of SEN Governors: Jude Carroll and Jo Bryce

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 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 by half termly whole school assessment and teacher observation.
- ✓ 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 (or statement) are on our Record of Need.

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

- ✓ All Class teachers have access to a criteria list which they consider prior to referring to SENCo.
- ✓ Ongoing curriculum assessments
- ✓ Tracking progress using data
- ✓ Further assessments by specialists, including those from external agencies

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 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.



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

<u>What</u>	<u>Who</u>	<u>When</u>
Informal Discussions	All pupils	Daily
Parents' Evenings/Reports	All pupils	Termly
Home-School Book	Individual children	Daily
Assess, Plan, Do, Review meetings	Pupils on School Record of Need	Termly
Team Around the Child/Family Meetings	Individual pupils	At least Half Termly
Questionnaires	All pupils and parents	Annually
Parent / Headteacher Meetings		On Request
SENCo/Parent Meetings	All parents	On Request
SENCO Drop-Ins	Parents of pupils with additional needs	9.15 – 10.00 Fortnightly
Chat and Coffee Morning	Parents of pupils with additional needs	Termly
SEN Annual Information Meeting	All Parents	September; annually

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 SENCo and Classteachers in partnership with the child/young person and their parents 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 :
 - Speech and Language 1:1 and/or small Group Intervention
 - Social Stories
 - Visual support
- ✓ Cognition and Learning :
 - Focus group Interventions in all areas of Literacy and Numeracy
 - Targeted Additional Adult Support
 - Pre-Learning
 - Precision Teaching
 - Working Memory Intervention
 - Phonological Awareness Intervention
 - Phonics Intervention
 - Additional thinking time
 - Dyslexia Packs



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- Readers
- Scribes
- KS2 SATs Access Arrangements
- ✓ Social, Emotional and Mental Health :
 - Play Therapy, small group or 1:1
 - Social/Emotional Skills individual and small group sessions
 - Buddies
 - CHALK Counselling
- ✓ Sensory and/or Physical Needs :
 - Individual Laptop for recording
 - Fine Motor Control Intervention
 - Specialised equipment
 - Personalised Sensory Diet
 - Sensory aids eg chews, fidgets,
 - Fun Fit
 - TAC PAC
 - Yoga

During the 2018/2019 academic year, we had 18 Children/young people receiving SEN Support and one 1 child with an Education, Health and Care Plan.

We monitored the quality of this provision by Lesson Observations; Book & Planning Scrutiny; Pupil Conferencing; Learning Walks.

We measured the impact of this provision by half termly quantitative assessment and ongoing qualitative assessment.

Support Staff Deployment:

Support staff are deployed in a number of roles:

- ✓ Support in Classroom
- ✓ 1 : 1 Provision
- ✓ Small group intervention
- ✓ Playground support
- ✓ Lunchtime support
- ✓ Running Afterschool Clubs
- ✓ PPA Cover (HLTAs)
- ✓ First Aid

We monitored the quality and impact of this support by Observations; Book Scrutiny; Pupil Conferencing, governor visits and Learning Walks.



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Distribution of Funds for SEN:

This was allocated in the following ways:

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

Continuing Development of Staff Skills:

<u>Area of Knowledge/Skill</u>	<u>Staff Member</u>	<u>Training Received</u>
Code of Practice Classteachers' Responsibilities	All teachers	SEN Services Southwest
Dyslexia Screening	2 x Teaching Assistants	Cornwall Cognition and Learning Team
Supporting Children with Dyslexic-type difficulties	Class teachers	From SENCO
Criteria for Identifying Area of Need	All teachers	SEN Services Southwest
SMART Targets	All Teachers	Lil Dye SLE - Disadvantaged Pupils
Read, Write. INC	EYFS Staff	Trenance Teaching Academy
De-escalating challenging behaviour	1 x Teaching Assistant	KTSA
Positive disregard for all pupils	12 x Teaching Assistants	Andy Brumby TLAT
Every child need a champion	12 x Teaching Assistants	Andy Brumby TLAT
Role of the TA	11 x Teaching Assistants	Lil Dye SLE - Disadvantaged Pupils

We monitor the impact of this training by learning walks; book scrutiny; staff questionnaires

Partnerships with other schools and how we manage transitions:

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

- ✓ Transition to Senior Schools
- ✓ Transition into Reception Class from Constantine Pre-School and other Independent Nurseries
- ✓ Transition into Constantine School from other mainstream schools
- ✓ Transition from Wave Academy (alternative provision)
- ✓ Transitions to other settings
- ✓ Transitions from class to class at CPS



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This year, 3 children requiring SEN Support came to us from our partner schools, with 1 child with an Education, Health and Care Plan.

1 child on our Record of Need in 2018/19 made a successful move to another primary school

We ensured that the transition from Nursery to Reception was smooth by: Staff visits to feeder Nurseries; holding transition afternoons in July; Parents' Meeting; Transition meeting of involved staff; Individual Provision Maps written in Summer Term shared with and implemented by new class teacher in September; Social Stories; Transition Books, including photographs of all relevant staff, the classrooms etc, sent home for parents to share with their child over the holiday.

We supported the transition from Reception to Year 1 by holding transition afternoons in July; Parents' Meeting; Transition meeting of involved staff; Individual Provision Maps written in July shared with and implemented by new class teacher in September; Social Stories;

We helped children to make the move from year 2 to 3 by holding 3 transition afternoons in July; Transition meeting of involved staff; Individual Provision Maps written in Summer Term shared with and implemented by new class teacher in September. Transition Books, including photographs of all relevant staff, the classrooms etc, sent home for parents to share with their child over the holiday.

The transition from year 6 to senior schools was supported through Parents' & Child visits to schools; Individual Transition Plans written at SEN Support Meetings held early in the first half of Summer Term ; Taster Days at the Senior School; SENCo meeting with SENCo from Senior Schools to share information and SEN files.

Parents were 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 SEN Development/Action Plan.

Our complaints procedure:

Anyone wishing to make a complaint with regard to SEN support and provision should contact a member of staff in the first instance and then follow guidelines as set out in our complaints procedures. This can be found on the Policies page of our website.

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



Constantine School

Other relevant information and documents:

The Designated Safeguarding Lead in our school is Head of School, Mrs Caroline Gilbert

The Deputy Safeguarding Lead in our School is Miss Jodie Bidgood.

The Safeguarding Lead for our Academy Trust is Mrs Emma French.

The Designated Children in Care person in our school is Mrs Gilbert

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

Our Accessibility Plan can be found on our website. <https://constantine.cornwall.sch.uk/>

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.

The Governing Body approved **this SEN Information Report on 4th July 2019**