



Summercourt Academy

Name of SENCo: Sandra Gynn

Learning Support Coordinator: Roz Slipanczewski

Contact email: sandra.gynn@summercourtacademy.org

rozslip@summercourtacademy.org

Contact Phone Number: 01726 860551

School Offer link:

https://www.supportincornwall.org.uk/kb5/cornwall/directory/service.page?id=5iCtu_XDq1w#localoffer

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.
- ✓ Reasonable adjustments are made where necessary to enable all pupils to participate in all areas 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 monitoring their progress.
- ✓ 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.
- ✓ Planning is adapted to meet the needs of the learners as individuals and personalised timetables are offered when appropriate based on the child’s needs.
- ✓ Outside agencies are asked to come into school to support the staff, children or parents for specific reasons as Speech and Language, Occupational Therapy, Mental Health, Educational Psychologist.

Areas of Special Education Need:

The areas of Special Education Need are categorised into 4 key areas as follows:

- **Communication and Interaction**
- **Social, Emotional and Mental Health**
- **Sensory and/or Physical**
- **Cognition and Learning**



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

- ✓ Class teacher refers to SENCo criteria (SEND Flow Chart) and makes adjustments to teaching based on need. SENCo becomes involved after 1 term of progress not being made.
- ✓ Ongoing curriculum assessments
- ✓ Tracking progress using data
- ✓ Further assessments by specialists, including those from external agencies
- ✓ Discussions between parents, children and staff

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	Class teachers SENCo Support staff Pastoral Support	As and when needed or requested.
Parents' Evenings	Class teachers SENCo	Three times a year.
Home-School Book	Parents/Carers and classroom staff	Daily as agreed between parent/carer and class teacher.
Assess, Plan, Do, Review meetings	Parents/Carers and SENCo	Termly
Parent meetings to discuss needs and progress.	SENCo and parent/carer	Termly or as needs arise.

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 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:**
 - ✓ Time to Talk intervention to enable children to build on their skills in a nurturing, small group environment.
 - ✓ THRIVE intervention 1:1 sessions to develop their social skills and emotions.
 - ✓ Opportunities to develop communication skills in school productions and class performances.
 - ✓ Speech and Language Therapy 1:1 delivering the care plan from the Speech Therapist.
 - ✓ The use of visual prompts such as visual timetables and traffic lights cards.

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- ✓ Alternative ways of recording learning- for instance the use of iPad apps, video, adult scribing and photos.
- ✓ Good practice in teaching, for example the use of clear unambiguous language, asking children to repeat back instructions, task management boards, reward systems.
- ✓ RWInc and 1:1 RWInc implemented across the whole school.
- ✓ The formation of a School Council with the opportunity for everyone to run for election.
- ✓ Clubs including: Performing Arts, Gardening, Art, ICT, various Sports, Film, Celtic Dancing, Choir.
- ✓ **Cognition and Learning:**
 - ✓ Phonological awareness intervention
 - ✓ Memory intervention
 - ✓ TA support for children who need extra support with their learning
 - ✓ Dyslexia screening
 - ✓ Precision teaching
 - ✓ Toe by Toe
 - ✓ Extra adult support for children who need catch up opportunities
 - ✓ Memory games to promote working memory.
 - ✓ Nessy
- ✓ **Social, Emotional and Mental Health:**
 - ✓ Draw and Talk intervention
 - ✓ Talkabout
 - ✓ Socially Speaking
 - ✓ A trusted adult to act as a support for children needing emotional support
 - ✓ Staggered timetable/personalised timetable
 - ✓ THRIVE
 - ✓ Theraplay sessions from an outside agency.
 - ✓ Pupil Well Being and Behaviour advisor
- ✓ **Sensory and/or Physical Needs:**
 - ✓ Funfit intervention
 - ✓ Personalised sensory diets
 - ✓ Sensory sessions focused around specific guidance from Occupational Health professionals
 - ✓ Access to sensory objects such as stress relievers, chew toys, peanut ball, sit and move cushions and heavy muscle work opportunities.
 - ✓ Regular physical breaks for children who need a break in between lessons.

We monitor the quality of this provision by meeting regularly with the parents, discussing issues or needs as they arise, liaising with class teachers and support staff, monitoring interventions and planning, regular training updated across the school. We monitor data by a whole school tracking system, P scales/BSquared and the EYFS profile. Termly progress meetings review and update parents, staff and children on their targets.

An Aspire SEN reform group is working on improving and sharing good practice in SEN and we are working towards achieving the Aspire Charter Mark for DSEN.

We measure the impact of this provision by looking at data from across the school, talking to children and parents, assessments from outside agencies such as Speech and Language, learning walks and monitoring visits.

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Support Staff Deployment:

Support staff are deployed in a number of roles:

- ✓ Delivering small group intervention
- ✓ Liaising with parents and meeting and greeting
- ✓ Running clubs
- ✓ Lunchtime supervision
- ✓ Supporting learning in class
- ✓ Supporting individual children or groups in class
- ✓ Pastoral support throughout the day

We monitor the quality and impact of this support by giving them opportunities to develop their training, having different roles for them in different classes, moving them around each year to give them wider experiences, opportunities to liaise with other schools, discussing issues and strengths with them, informal discussions, talking to children.

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>
Safeguarding	Miss Olford Miss Wood	Tier 3 Designated Child Protection Officers
Safeguarding	All staff	Safeguarding Tier 2 My Concern training
Dyslexia Champion	Mrs Slipanczewski	Dyslexia Champion course Dyslexia awareness course
Dyslexia	Mrs Slipanczewski Mrs Gynn	DST-J training Phonological awareness training Dyslexia awareness training Memory Training
Dyslexia/Dyscalculia	All staff	To be arranged
Autism	All staff	To be arranged
Read, Write, Inc	KS1 staff All TA's	RWI training 2 day training
Literacy	Mr Parham	Accelerated Reader Subject leader meetings
Attachment/emotional wellbeing	Mrs Gynn/ Mrs Slipanczewski	Attachment Course Boxall Profile training
Precision Teaching	Mrs Slipanczewski	Precision Teaching training
Draw and Talk	Mrs Slipanczewski	Draw and Talk training
Read Write Inc	All KS1 staff	RWI day 1 and 2



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	KS2 TA's Mrs Slipanczewski	
First Aid	All staff	Basic Training
First Aid Paediatric	Mrs Waters Mrs Moustrides Mrs Whitehouse	Paediatric First aid 2 day course
First Aid	Mr Barrett	First Responder and Advanced First Aid
Specific Medical Needs Anaphylaxis Diabetes Type 1	All staff Mrs Allen Mrs Norton Mrs Slipanczewski Miss Wood Mrs Blythe	School Nurse (Yearly update) Diabetic Nurse (Yearly)
Team Teach	Mrs Norton Mrs Slipanczewski Mrs Potthurst	Team Teach
Health and well being	Mrs Moustrides	Health and Well Being Champion
Mini Bus driver	Mrs Allen Mrs Norton	Aspire
FGM	All staff	FGM on-line training/Miss Olford
PREVENT	All staff	Miss Olford
Dyscalculia	Mrs Gynn Mrs Slipanczewski	
THRIVE	Mrs Slipanczewski	THRIVE On line tool
Manual Handling	Mrs Moustrides Mrs Whitehouse Mrs Gynn Mrs Waters Mr Barrett Mrs Norton	Scope Moving and Handling
Teaching and Learning	Miss Wood	Immersive Curriculum
Maths Mastery	All teachers	In house training
PE	Mrs Norton	FA Level 1 Football Coaching FA Emergency First Aid FA Safeguarding
Swimming	Mrs Slipanczewski Mr Parham	Jan Ebbs Fitness 4U

We monitor the impact of this training by liaising with staff to see how they feel the training has impacted on their practise, learning walks.

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
- ✓ SEN reform group meetings

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- ✓ Transition to secondary school: planned transitions, regular communication with them, opportunity to attend summer activities.
- ✓ Academy trips, camps and sporting events
- ✓ 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-school and Reception. Children and parents have opportunities to look around the school before the child is due to attend, Learning Together sessions are planned into the school calendar and are increased each session.

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, assemblies, playground duty, trips, residential and when moving around the corridor. Extra transition times planned if necessary. Social Stories or transition booklets are made with 1:1 discussions held with staff, parents and child/ren to discuss any worries or concerns.

The transition from year 6 to Secondary School is supported through planned transition days, visits from the Secondary School to our school. Extra visits if required can be arranged. Transition day for SENCo to share SEN with the Secondary Schools where all paperwork is handed over to the SENCo of the Secondary School and regular discussions are held between SENCo's from schools involved.

For children/young people with SEN, we also inform the school about individual children's needs, plan extra opportunities for more visits or more transition days if needed, create a photo book to help the child to understand their new setting.

Parents are included in this process through voicing any concerns they might have, supporting them in the application process and how to refute given school placements.

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 SEN support and provision should contact the Executive head teacher Sally Olford or Head of School Caroline Wood.

This year we received zero complaints with regard to SEN support and provision.

Other relevant information and documents:

The Designated Safeguarding Lead in our school is Sally Olford and Caroline Wood

The Designated Children in Care person in our school is Sally Olford

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



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Our Accessibility Plan is available on the school website.

The Aspire Development plan can be found on our website.

Our SEN Policy and School Offer (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 SEN, can be viewed from the link on our website <http://www.summercourtacademy.org/>

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.