



SEND Information Report

All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities (SEND) being met in a mainstream setting wherever possible.

The broad areas of SEND need are:

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

What is the Local Offer?

The Children and Families Bill was enacted in September 2014. Local Authorities (LA) and schools are now required to publish and annually review information about services they expected to be available for children and young people with special educational needs (SEN) aged 0-25. The LA refer to this as the Local Offer, and as part of this schools must state what the school has to offer; the School Offer. It is an important resource for parents in understanding the range and provision in the local area.

The SENDCo – Helen Neil hneil@sithney.cornwall.sch.uk

The Headteacher – Susan Evans head@sithney.cornwall.sch.uk

The SEND governor – Debbie Palmer – contactable via the school telephone number **01326 572910**.

Please refer to the Individual Needs Policy for information on how we identify and assess the needs of children within our school.

Communicating with Parents:

The school prides itself in communicating openly with parents at regular intervals and when needs arise, as part of our open door policy. All parents are encouraged to support their children in all aspects of their school life. Pupils with Individual Education Plans (IEPs) have consultation meetings to review progress and set new targets. Pupils and parents/carers are expected to attend these meetings to ensure all stakeholders are aware of set targets, have an input and are thus aware of the areas the pupil is working towards. These meetings take place once a term, but are regularly reviewed by staff throughout the year.

Assessing and Reviewing Progress:

Class teachers are continually assessing the progress of pupils within lessons. By doing so, lessons are refined and adapted to meet the needs of the pupils in the class, providing support and challenge for all abilities. Formal, summative assessments are made each term and progress is monitored and reviewed by all staff to ensure all children are being challenged and supported appropriately.

Parents are invited to consultation evenings once a term. However, where parents or staff have concerns, additional meeting may be planned.

Parents are asked to support at home with reading, spelling, the learning of times tables and homework tasks. Parents are asked to comment in homework books as to how their child/ren found the task and whether they needed support to complete it. Homework tasks are linked to the learning in school.

Transition:

If your child is moving child to another school:

We will contact the school SENDCO and ensure he/she knows about any special arrangements or support that need to be made for your child.

We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

Information will be passed on to the new class teacher and IEPs will be shared.

Pupils spend a morning in their new class to get to know the teacher, the classroom set up and expectations.

In Year 6:

Miss Neil will discuss the specific needs of your child with the SENDCO of their secondary school.

If your child has a statement, the secondary school SENDCo is invited to their annual review meeting which will take place in the autumn term.

Your child will be given additional support with transition – this could be extra transition visits arranged, summer school attendance or a transition booklet.

Your child will have the opportunity to ask questions from a visiting member of staff from the secondary school.

The Y6 teacher will provide extra information about the needs of your child to help them settle, and to help new staff understand their needs.

Teaching Children with SEND:

At Sithney we endeavour to ensure all children are taught inclusively, through quality first teaching. Planning is differentiated to account for the differing needs of the pupils and Teaching Assistants are deployed to support pupils, only when needed to ensure independence in learning is developed. There are opportunities for teacher led group learning but provision is also made for small group learning beyond the classroom. This may be maths intervention or support for social skills, for example.

With regards to the curriculum, the schools plans subjects progressively and so all pupils can access the curriculum that is at the right stage of learning for them. The majority of children will begin their learning journey in the same or similar place to their peers. Where this is not possible, teachers and TAs will adapt the planning to ensure an inclusive learning environment.

Activities provided for in school – trips/camps etc are provided for all and fully inclusive. Extra staffing or adjustments to activities are made to ensure the safety of all pupils.

Expertise and training:

Staff are given training which supports the needs of the children we currently have in school, when courses are available. Where we do not have the expertise, advice is sought from those who do e.g. Speech and Language Therapist, Educational Psychologist etc. which could result in referral for observations and intervention by those outside agencies.

Effectiveness of Provision:

Each term progress is formally reviewed and interventions/teaching amended/adjusted accordingly. TAs who support SEND pupils add information regarding progress to individual pupil trackers and meet with the SENDCo to discuss effectiveness of intervention provided. At the end of the academic year, an overview of SEND progress is analysed and a report sent to the governing body, action planning the following year's areas for development. SEND children are expected to make the same progress as their peers, (4 Average Points Progress. NB: Progress is not the same as Attainment). SEND data is also compared to national data.

Emotional and Social Development Needs:

The Emotional Health and Well being of all our pupils is very important to us.

We have a Safeguarding Policy in place; we follow National & LA Guidelines.

We have a robust behaviour policy in place.

The Head teacher and all staff continually monitor the Emotional Health and Well being of all our pupils.

We are an Anti bullying school.

We have Social Skills groups for pupils who require extra support.

Pupils know they can talk to anyone about worries or concerns they may have. We have worry boxes available in the classrooms if children want issues raised anonymously. These are often addressed through circle time sessions where children can support each other in how to deal with situations.

Professional Bodies the School has access to, if required.

Local Authority Provision delivered in school

Educational Psychology Service

Vision Support Team

Hearing Support Team

Dyslexia Service

Behaviour Support Service

Parent Partnership Service

- Music therapy
- Art Therapy
- Dreadnought
- Aspires
- Communication Support Team

Health Provision delivered in school

Speech and Language Therapy

School Nurse

Occupational Therapy

CAMHS

Penhaligons Friends

Diabetes/Epilepsy Nurse

Paediatric Doctor

Complaints Procedure:

Please refer to the complaints procedure, as stated on the School Offer or in the Complaints Procedure Policy.