



St Erme with Trispen Community Primary School Our SEN Information Report

Date: February 2019

St Erme with Trispen School is a highly inclusive school that works to meet the needs of every child. Our vision statement summarises our inclusive ethos:

At St Erme with Trispen Community Primary School, we believe that every child matters. Our learning is fun, purposeful and challenging. Through our creative curriculum we develop in each child the skills and knowledge they need for lifelong learning. At our school children become confident learners, who take ownership of their learning and are proud of their achievements.

We believe in continually developing our use of outdoor learning environments to enhance learning and to provide challenging new experiences. We aim to provide children with the confidence and skills to use new technologies safely in our ever changing world.

Through positive attitudes and partnerships we endeavour to develop the whole child, meeting individual needs in a safe and secure environment where differences are celebrated. We promote sustainability and an awareness of wider global issues through our curriculum and take pride in the links we have with our local, national and global communities.

We make this not just policy, but practice and through this vision the needs of every child are met. The Headteacher coordinates provision for children with special educational needs and disabilities and has twenty years experience in this role. Support is tailored to the individual child and may include referral to specialist agencies for support. The role of the SENCO is a wide-ranging and crucially important one, which includes planning and leading Team around the

Child meetings, undertaking assessments, planning and resourcing small group or one to one teaching, adapting and enhancing the physical environment to meet the needs of the child and taking a personal one to one overview of needs, provision and progress.

The school's policy for Special Educational Needs and Disabilities details our provision and can be on our school website. The school's accessibility plan can also be found on the school website under the 'information' tab.

www.st-erme.cornwall.sch.uk

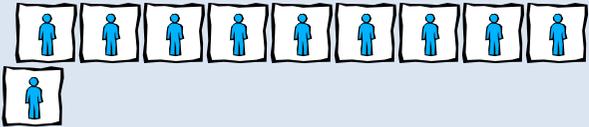
The school's policy on Equality and Diversity details our provision and sets out our equality objectives for 2017-18. This can also be found on the school website under the 'information' tab.

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Name and contact details of the Special Educational Needs and Disabilities Coordinator: Mrs. Julie Orrell B.A. M. Ed.

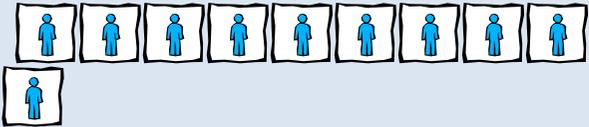
The levels of support and provision offered by our school are as follows:

1. Listening to and responding to children and young people

Whole school approaches	Additional, targeted support and provision	Specialist, individualised support and provision
<p>The universal offer to all children and YP.</p> 		

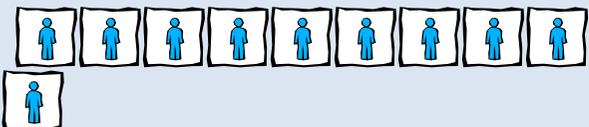
<p>The school has an inclusive ethos and works in partnership with children, parents and other agencies to provide the best possible education outcomes. We have high expectations of all our children and put support in place at the earliest possible stage where needed.</p> <p>All SEN provision is overseen and managed by the SENCO. The SENCO reviews and evaluates all SEN provision on a regular basis throughout the year and reports to the school governing body on how individual needs are being met and how SEN funding is used.</p>	<p>All children are treated as individuals and the class teacher, alongside other support staff, plan an appropriately differentiated curriculum for children with additional needs to ensure high quality teaching and learning with effective support and resource.</p>	<p>Support is sought from other agencies where necessary in order to maximise learning potential e.g. speech and language support, Occupational Health, CAMHS, Local Authority services, school improvement support, educational psychology, behaviour support, family support. For a few children with complex needs, an Education Health Care Plan (EHCP) may be issued by the Local Authority. In this instance it is likely that the child will receive a level of additional support in order to meet their needs.</p>
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2. Partnership with parents and carers

<p>Whole school approaches</p> <p>The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<p>Parents are invited in to school at least each</p>	<p>In addition, parents may be invited into school on</p>	<p>This is a two way communication. Parents</p>

<p>term as part of our Parent Interview programme</p> <p>Parents are encouraged through personal contact with the class teacher and SENCO to share concerns with school staff and to celebrate success.</p> <p>Pupils with an Individual Education or Behaviour Plan will be contacted by the SENCO by letter in advance of parent interview meetings to provide a draft IEP / IBP to be discussed and agreed at the first parent meeting in the Autumn Term.</p>	<p>a more regular basis to find out more about their child's learning and progress. Parents work closely with pupils at home on additional support and provision put in place at school. Home school books are used to document support.</p>	<p>provide information from other agencies eg CAMHS, GP so that school can incorporate this information into the planning of individual programmes. Likewise, the school informs and consults with parents at all stages of referral for support.</p> <p>Within school, we have key staff with specialist expertise and experience of supporting individual needs:</p> <p>Mrs Julie Orrell SENCo</p> <p>Mrs Laura Peters Autism Champion</p> <p>Mrs Mandy Hall Intervention support teacher</p>
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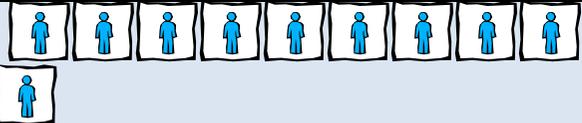
3. The curriculum

<p>Whole school approaches.</p> <p>The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
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<p>The staff and governors of St Erme with Trispen School aim to tailor education to individual need, interest and aptitude so as to fulfil every child's potential. The Headteacher takes overall responsibility for the curriculum. Coordinators of school improvement areas monitor their subject to ensure raising of standards and improved outcomes. Consultation relating to the curriculum is facilitated through the annual parent and pupil questionnaire consultation process, from parents through newsletters, from pupils through the school council, and from staff and governors at their regular meetings. Every pupil will have access to a rich, broad, balanced and differentiated curriculum. At our school teachers plan discrete and progressive teaching of the basic skills of literacy, mathematics and ICT alongside key learning in foundation subjects, with opportunities across the curriculum for enrichment and creativity.</p>	<p>However, it is recognised that every child has a different knowledge base and skill set, as well as varying aptitudes and aspirations; and that, as a result, there is a determination for every young person's needs to be assessed and their talents developed through diverse teaching strategies. The curriculum will be differentiated through level, task, resource or support. Children will be grouped in a variety of ways to support learning. This will often include support within whole class learning.</p>	<p>In addition to this support, individual children may need personal or specialist support. This is detailed through a child's Education Health Care Plan and individual education or behaviour plan.</p>
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4. Teaching and learning

<p>Whole school approaches The universal offer to all children and YP</p>	<p>Additional, targeted support and provision</p>	<p>Specialist, individualised support and provision</p>
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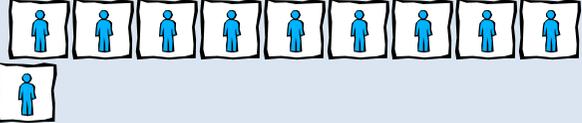
		
<p>Teachers plan to meet the needs of all pupils by ensuring learning is focused on individual pupils' needs and abilities. Outcomes from assessment of learning enable teachers to set targets which reflect individual pupils' skills, abilities and potential. The school has developed a model of intervention for children experiencing difficulties in literacy or mathematics based on three waves:</p> <p>Wave One: The effective inclusion of all pupils in high quality daily lessons (Quality First Teaching).</p>	<p>Wave Two: Small group or individual catch-up intervention. This is taught occasionally on a needs basis only and our practice is that this is provided within the classroom by a trained teacher or HLTA. We adopt the Sutton Trust recommendations that the most effective support is provided within the classroom and by trained professionals, groups of children are therefore not routinely removed from the learning environment of the classroom.</p>	<p>Wave Three: Specific targeted intervention for pupils identified as requiring special educational needs support. Again, this is most frequently provided within the classroom so that each child also benefits from the support of the class teacher. Specific curriculum extension programmes or differentiated learning for gifted and talented pupils is built into our practice: this is one of the benefits of open-door mixed age teaching.</p>

5. Self-help skills and independence

<p>Whole school approaches</p> <p>The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p>	<p>Specialist, individualised support and provision</p> 
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<p>St Erme with Trispen teaches throughout the school a strong culture of independent learning. Children are expected to be responsible and thoughtful learners and to take increasing responsibility for their own learning as they move up through the school. In all of our classrooms you will see effective independent learners and good behaviour for learning.</p>	<p>Particular groups of children may need further support in aspects of self help and independence.</p>	<p>Where an individual needs a personalised plan this is included in their IEP / IBP and will be included in their EHCP.</p>

6. Health, wellbeing and emotional support

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
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<p>We have a strong focus on every child's health, safety and happiness. Health, wellbeing and emotional support is provided both directly through the curriculum, and indirectly through the school's strongly supportive ethos and policies. All children participate in class PSHE and circle time sessions.</p> <p>Praise and celebration are used to support each child. Good Work assemblies are held each week recognising the achievements of our pupils. A star of the week is identified weekly for each class and celebrated.</p> <p>All our staff are trained in Child Protection procedures. We also have two members of staff who are fully trained to be specially designated Child Protection Officers to ensure the safeguarding of all children. These members of staff are Mrs Julie Orrell and Mr Richard Wigham.</p>	<p>All staff work closely with the children and provide emotional and social support which may be tailored to individual needs.</p> <p>Individual children or groups of children may need more personalised support and provision. This is managed by the class teacher and overseen by the SENCO, who acts in an advisory capacity or as an additional supporting adult. Our Autism Champion has class release time every week to support social and emotional needs. All our staff make sure the children have the highest levels of pastoral care possible. This support is varied but may include specific sessions designed to meet the emotional and social needs of individual children.</p>	<p>Support is sought from other agencies where necessary in order to meet needs e.g. Occupational Health service, CAMHS, educational psychologists, behaviour support, family outreach etc.</p> <p>Designated staff receive appropriate training in order to provide support for individual needs including medical needs.</p> <p>We are a TIS school and all staff have received Trauma Informed schools training.</p>
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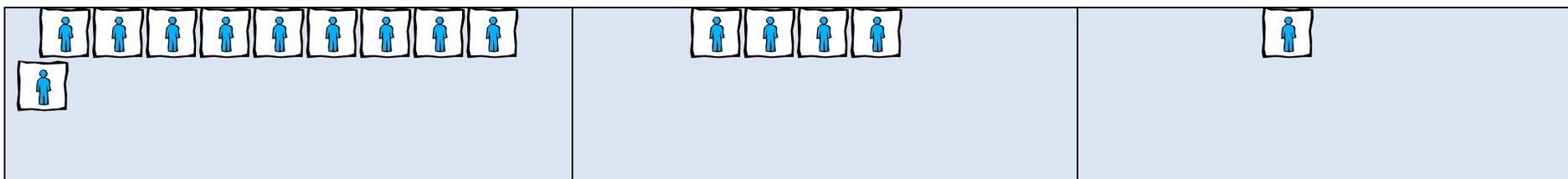
7. Social interaction opportunities

<p>Whole school approaches</p> <p>The universal offer to all children and YP</p>	<p>Additional, targeted support and provision</p>	<p>Specialist, individualised support and provision</p>
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<p>St Erme with Trispen School has a strong and supportive ethos of behaviour and learning in which social interaction and communication have a central role. In all classes, teachers teach and encourage positive social interaction. A safe and secure online chat room is available for all children and safe internet use is taught and encouraged at the start of each year to all children. The older children in the school take a responsibility for supporting their younger peers, this is evident throughout the school day and positive social interaction is central to our school family ethos.</p>	<p>If a child has social communication needs these are carefully planned for and supported within the classroom or in one to one or small group support. This might include a dedicated social interaction programme, paired work with another child or small group of children or referral for specialist support if the needs of the child cannot be met within school.</p> <p>Mrs Hall runs weekly social communication support groups and works with others within the classroom.</p> <p>Mrs Peters supports individuals through her Autism Champion role.</p>	

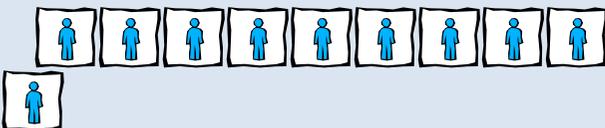
8. The physical environment (accessibility, safety and positive learning environment).

<p>Whole school approaches</p> <p>The universal offer to all children and YP</p>	<p>Additional, targeted support and provision</p>	<p>Specialist, individualised support and provision</p>
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An appropriate and accessible learning environment for all children is provided within the means and confines of the building and adapted where possible with additional funding if available and necessary. Safety is the primary concern for all children.

9. Transition from year to year and setting to setting

Whole school approaches The universal offer to all children and YP	Additional, targeted support and provision	Specialist, individualised support and provision
 <p>Transition arrangements are very carefully considered. The involvement of the child and parents in these arrangements are firmly established in the practice of our school. Provision is planned to ensure that children make all moves as smoothly, confidently</p>	 <p>Small group transition work takes place in the summer term for pupils transferring from Year 6 to Year 7. This includes a literacy support week for pupils working below level 4.</p>	 <p>Individualised or specialist transition support is provided by the school through a range of avenues, which may include:</p> <ul style="list-style-type: none"> • SENCO visits to specialised or

<p>and happily as possible.</p> <p>All children have a planned transition programme into school which involves:</p> <ul style="list-style-type: none"> • Teacher visits to preschool settings • Visits to school for taster sessions • Weekly 'Stay and Play' sessions for parents and preschool children run by outreach nursery specialists at the school • Involvement from parents in starting learning journeys with transition information from home <p>All children have a planned transition programme from primary to secondary school which includes</p> <ul style="list-style-type: none"> • Transition visits to feeder secondary school from Year 5 onwards • Visits from Year 7 pupils to the school for an information session • Secondary school staff visits to meet class teacher and SENCO to transfer information • A piece of levelled transition writing is started at primary school and completed at secondary school, supporting writing level transition. 		<p>mainstream setting with pupil and parents</p> <ul style="list-style-type: none"> • Individual transition visits to secondary school to familiarise pupil with the new setting and staff • Parents meetings for pupils with additional needs • Communication passports are completed for individual pupils with ASD or communication needs • Transfer of individual records between settings is swift and effective and a record kept of transfer.
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Services and organisations that we work with: (this list is not exhaustive and other services may be accessed as needs arise)

Service/organisation	What they do in brief	Contact details
Child and Adolescent Mental Health Services Cornwall	The service helps children and young people deal with emotional, behavioural or mental health issues.	Children's Services Care Management Centre on: Tel: 01872 221400 Email: cpn-r.ChildrensCMC@nhs.net
Educational Psychology Service	Educational Psychologists are specialists in learning, behaviour and child development. We work directly with children and young people as well as providing expert advice to their parents and carers, and other adults who teach and support them.	Katy Neve, Senior Educational Psychologist 314 Sedgemoor Centre, Priory Road, St Austell, Cornwall PL25 5ABP Tel: 01872 323022 Email Mid Educational Psychology School Educational Psychologist: Dr Roosje Rautenbach
School Nurse team	CFT provides community health services to children and young people and mental health and learning disability services to people of all ages. We are an NHS Foundation Trust and are committed to providing high quality care and services.	Head Office, Fairview House, Corporation Road, Bodmin, PL31 1FB Telephone: 01208 834600 Nominated School Nurse: Carol Hiley Telephone: 01872 221704
Family Support	The Family Information Service (FIS) is here to	Family Information Service

	<p>help families across Cornwall by offering free and impartial signposting, guidance and advice.</p> <p>For parents and carers of children and young people aged from 0 – 20, or 25 if they have additional needs, FIS advisors can provide information on a range of family support services.</p>	Freephone 0800 5878191
Educational Welfare Support	<p>We purchase a buy-in service from Education Welfare and have an assigned Education Welfare Officer (EWO). The EWO can provide help and advice on:</p> <ul style="list-style-type: none"> • School and attendance issues • Bullying • Child protection • Elective home education • Exclusion of pupils • Advice and information on other agencies 	<p>Sedgemoor Centre Priory Road St Austell PL25 5AB</p> <p>School Education Welfare Officer: Ms Rita Rowson</p>
Speech and Language Support	<p>This is a service that helps children in Cornwall aged 0-19 years who have difficulty with:</p> <ul style="list-style-type: none"> • understanding what is said to them • expressing Themselves • talking clearly (saying speech sounds) • stammering 	<p>Telephone: 01208 834488 Email: cpn-tr.enquirslt@nhs.net</p> <p>Address: Children's Services Care Management Centre Truro Health Park Infirmary Hill Truro</p>

	<ul style="list-style-type: none"> swallowing (eating and drinking). 	TR1 2JA
Vision Support	Support for children and young people (0-25 years) with a diagnosed visual impairment in their homes, early years settings and schools to enable them to overcome barriers to their education caused by their vision loss.	Referrals are usually made to the Professional Lead by medical professionals such as orthoptists and ophthalmologists.
Child Development Centre	<p>Cornwall's Child Development Centres (CDCs) are a Local Authority area resource for preschool children experiencing significant difficulties with aspects of their development. The aim of the CDCs is to support multi agency assessment, inclusion and engagement of children into Early Years Foundation Stage (EYFS) teaching and learning opportunities. They aim to provide support for parents/carers and EYFS providers in how best to teach and meet the individual needs of the children.</p>	<p>Telephone</p> <p>01872 253878 07966 862591</p> <p>Website</p> <p>http://www.cornwall.gov.uk/default.aspx?page=21934</p> <p>Truro Child Development Centre, Royal Cornwall Hospital (Treliske),</p> <p>Dolphin House, Truro Cornwall</p> <p>TR1 3LJ</p>
Cornwall Autism Team	<p>The Autism Spectrum Team is a service supporting young people with autism of school age.</p> <p>The Autism Spectrum consists of advisory teachers, specialist and highly specialist speech</p>	<p>Katy Neve, Senior Educational Psychologist 314 Sedgemoor Centre, Priory Road, St Austell,</p>

	and language therapists, a specialist nurse practitioner, educational psychologists and Autism Spectrum Team workers.	Cornwall PL25 5ABP Tel: 01872 323022
Truro and Roseland Children's Centre	<p>Access to health and parenting support services</p> <p>Information about training and employment</p> <p>Access to play activities and childcare</p> <p>A base for childminder networks</p> <p>Support for children and parents/carers with additional needs</p> <p>Community meeting rooms</p> <p>Crèche facilities</p> <p>Access to toy libraries</p>	<p>01872 322661</p> <p>trurochildrenscentre@cornwall.gov.uk</p>
Hearing Support Team	<p>In partnership with parents, schools and colleges, related agencies and voluntary organisations, the Service aims children and young people with sensory impairment to:</p> <ul style="list-style-type: none"> • develop good language and effective interaction communications skills; • be given the equality of opportunity to access a wide curriculum at school and college; • gain social and emotional inclusion in their wider community; • to achieve economic well-being 	<p>Hearing Support Team</p> <p>The Educational Audiology Centre, Priory Road, St Austell, PL25 5AB</p> <p>01726 61004</p>

Further Information:

1. Pupil progress

Pupil progress is assessed and reviewed for each child termly through a bespoke assessment system. Additionally, pupils with special educational needs have a review with parents of progress towards IEP/IBP targets at termly parent interviews. The SENCO additionally reviews the progress of pupils with an Education Health and Care plan annually with parents and core professionals, in accordance with statutory guidance.

2. How we know how good our SEN provision is

SEN provision is assured and evaluated in the following ways:

- Internal evaluation – link SEN governor termly visits and reports
- External evaluation – School Improvement Partner visits, OFSTED.

Disabled pupils and those with special educational needs are given targeted help and support which enable them to work well and make at least as good progress as their classmates in reading, writing and mathematics. OFSTED 2015

3. If you wish to complain

The school has a clear complaints procedure which sets out the procedures to follow for both informal and formal complaints. This can be found on the school website on the information tab.

Cornwall's SEND Local Offer can be found on The Care and Support in Cornwall website: [SEND Local Offer](#)

IF YOU HAVE ANY QUESTIONS WHICH ARE NOT ANSWERED IN THIS REPORT, OR YOU WISH TO DISCUSS ANY ASPECT OF YOUR CHILD'S EDUCATION OR THE SUPPORT THAT THE SCHOOL OFFERS THEN PLEASE GET IN TOUCH WITH US. MRS. ORRELL WILL BE PLEASED TO MEET WITH YOU AND ANSWER ANY QUERIES YOU MAY HAVE.

Telephone : 01872 279539 Email: head@st-erme.cornwall.sch.uk