



Whitemoor School

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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 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.

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

- ✓ Class teacher refers to SENCO – criteria (SEND Flow chart)
- ✓ 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	Class teachers, Support staff and SENCo.	As and when needed or requested.
Parents’ Evenings	Class teachers and SENCo	Twice 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 Teacher and SENCo.	Termly



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Parent meetings to discuss needs and progress.	SENCo Teacher and parent/carer	Termly or as needs arise.
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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 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:**

- Socially Speaking intervention to enable children to build on their skills in a nurturing, small group environment.
- Opportunities to develop communication skills in school productions and class performances.
- The use of visual prompts such as visual timetables and traffic lights cards.
- 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 RWInc Get Spelling programme implemented across KS1.
- The formation of a School Council with the opportunity for everyone from year 2 and above to run for election.
- Clubs including: Performing Arts, Gardening, Art, Cooking, Sports, Running and Film club.

Cognition and Learning:

- Phonological awareness intervention
- TA support for children who need extra support with their learning
- Dyslexia screen
- Extra adult support for children who need catch up opportunities

✓ **Social, Emotional and Mental Health:**

- Draw and Talk intervention
- Music therapy
- Socially Speaking Intervention
- A trusted adult to act as a support for children needing emotional support
- Staggered timetable/personalised timetable

✓ **Sensory and/or Physical Needs:**

- Funfit intervention
- Sensory sessions focused around specific guidance from Occupational Health professionals
- Access to sensory objects such as stress relievers, wobble cushions and heavy muscle work opportunities.
- Regular physical breaks for children who need a break in between lessons.



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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. An Aspire SEN reform group is working on improving and sharing good practice in SEN.

We measure the impact of this provision by looking at data from Classroom Monitor, Tapestry and P scales, talking to children and parents, assessments from outside agencies such as Speech and Language.

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

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>
Read, Write, Inc	All Foundation and KS1 staff	RWI training
Literacy	Mrs Hooper	Accelerated Reader Subject leader meetings KS1 moderation
FGM	Mr Griggs	Online course
Safeguarding Tier 2	Whole Class	2X Twilights
Prevent	Whole Staff	1 day Training
First Aid	Whole staff	Paediatric First aid 1 day
Draw and Talk	Ms Saunders, Mrs Slateford, Mrs O'Mahont	Draw and Talk training
First Aid	Mr Griggs Mrs Lindsey	Paediatric First aid 2 day course



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Team Teach	Mrs Walkey Mrs Slateford Mr Griggs	Team Teach
Health and well being	Mr Griggs Mrs Slateford	Health and wellbeing Champion
Staff Health Checks	Whole Staff	½ hour check per staff member.
Minibus Driving	Mr Griggs Mrs Lindsey	1 Day Course

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
- ✓ 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
- ✓ Year group leaders meetings

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, transition days are planned into the school calendar.

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 and when moving around the corridor. Extra transition times planned if necessary.

The transition from year 6 to secondary school is supported through planned transition days, visits from the secondary school to our school, SENCo support in the Autumn term by visiting the secondary school.

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



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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 Head of School Gemma Hooper.

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

Other relevant information and documents:

The Designated Safeguarding Lead in our school is Paul Griggs

The Designated Children in Care person in our school is Paul Griggs

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

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.whitemoor.org.uk/website/policies>

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.