



Special Educational Needs Report

A child has special educational needs (SEN) if he or she has a learning difficulty or disability which calls for special provision.

A learning difficulty or disability is a significant greater difficulty in learning than the majority of others of the same age.

We recognise the four areas of SEN identified in the new Code of Practice (September 2014)

- Communication and Interaction
- Cognition and Learning
- Social, mental and emotional health
- Sensory/Physical

At Heamoor Community Primary School we aim to identify the needs of pupils by considering the needs of the whole child. The purpose of identification is to work out what action we need to take. The benefits of early identification are widely recognised- identifying need at the earliest point and then making effective provision improves the long-term outcomes for the child.

High quality teaching, differentiated for individual pupils is the first step in responding to pupils who have or may have SEN. We use the assessment process to identify any learning difficulty and barrier to achievement and this is used to form the basis for planning the next steps of the child's learning. When any concern is initially noticed it is the responsibility of the class teacher to take steps to address the issue. Intervention programmes are put in place. These concerns will be discussed with the SENCO and other relevant staff. The child will be recorded as "On Alert." Parents are involved in a consistent and positive way throughout.

If a child does not make adequate progress once they have had good quality personalised teaching and all the interventions and reasonable adjustments have been made the conclusion may be reached that the child requires help over and

above that which is normally available and the child will be placed on the school SEN record with parental permission and receive SEN Support (SS).

The quality of teaching for pupils with SEN, and the progress made by pupils is a core part of the school's performance management. As a school we review the quality of teaching including those at risk of underachievement through regular pupil progress meetings.

Accurate records are kept by the class teacher and SENCO. The child's outcomes, teaching strategies and the involvement of specialists informs the One Page Profile. This One Page Profile provides an accurate and comprehensive summary of the child and is used to inform all staff and as part of the transition process from class to class and when transferring to a new school.

We ensure that teachers provide where necessary an individualised programme of learning with intervention that is 'additional to and different from' those provided as part of the school's usual differentiated curriculum.

Intervention may take the form of:

- Different learning materials or specialist equipment such as writing slope, move n sit cushion, pencil grips etc.
- Use of visuals to support social communication and language development.
- Some group or individual support, which may involve small groups of children working with an additional adult.
- Other intervention such as Funfit or pre-teaching of new concepts.
- Social skills groups such as Nurture Group, Breakfast Club.
- Use of a Thrive assessment with support from the Learning Mentor .
- Peer and adult mentoring and counselling such as Draw and Talk, CHALK and Music Therapy.
- Additional home school communication book.
- Additional individual reward charts agreed with parent and child.
- Extra adult time to devise/administer the nature of the planned intervention and also to monitor its effectiveness.
- Staff development and training to introduce more effective strategies.
- Support from the School's Communication Champion supported by the Local Authority's ASD Service.

We have a number of well- trained, good quality support staff at Heamoor School who are employed to support the learning of all the children. They work in partnership with school staff and outside agencies to help support the pupils with additional needs. Our Learning Mentor works closely with our Welfare and Safeguarding Officer to support our more vulnerable children and families. As part of our package of support we also offer Breakfast and Homework Clubs as well as a Nurture Group.

Partnership plays a key role in enabling children and young people with SEN to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs will be treated as partners and given support to play an active and valued role in their child's education. At all stages the school aims to keep parents fully informed and involved. We always take account of the wishes, feelings and knowledge of parents. We encourage parents to make an active contribution to their child's education and have regular meetings at least termly to share the progress of children with SEN with their parents. We inform the parents of any outside intervention, and share the process of decision-making by providing clear information relating to the education of their child.

Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, the personal learning plan, the review and the transition process.

The child is involved in developing a Personal Learning Plan (PLP) through a structured conversation with their class teacher that includes short term targets, preferred learning styles and actions to be taken to achieve outcomes. These are shared with parents, reviewed and updated termly.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. Training needs of teachers and support staff are identified through regular performance management and following advice from outside agencies. We work closely with outside specialist such as the Speech and Language Therapist, Educational Psychologist, Teacher of the Deaf and the Vision Support Teacher etc. The SENCO offers guidance and facilitates training for staff where necessary to improve teachers' ability to identify and respond to SEN and their understanding of the SEN most frequently encountered in our school. The school's SENCO regularly attends the

Local Authority SENCO network meetings in order to keep up to date with local and national updates in SEND.

We make available the appropriate resources and specialist equipment to ensure all children can access the curriculum and fulfil their true potential. We work closely in particular with the sensory team and physical disabilities team to ensure that children are not disadvantaged by a sensory or physical disability. The person responsible for managing the school's response to the provision made for children with SEN is Mrs Lesley Osborne. She is a member of the Senior Leadership Team (SLT).

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The school website contains details of our Policy for Special Educational Needs as well as the Special Educational Needs Information Report (including the arrangements made for children in our school with special educational needs) and our local offer.

The governing body of the school have a legal duty to publish information on the website about the policy for pupils with SEND. This is updated annually. The named governor with responsibility for SEN is Mrs Rachel Leonard.

Parents wishing to raise concerns about their child should make an appointment with the class teacher, Headteacher and/or SENCO.

If the matter is not resolved parents would be encouraged to meet with the SEN Governor and then if necessary the County Complaints Procedure should be followed. (A copy is available on request.)

Contact details of support services are available on our website as part of the Local Offer.

We work closely with transferring settings such as Willows Educare, special schools such as Nancealverne, Pencalenick, alternative provision such as Penwith AP Academy and mainstream secondary schools such as Mounts Bay and Humphry Davy. We hold professional meetings to share information as required and facilitate additional visits and training etc to ensure children transfer between phases of education smoothly.

The local authority's local offer is available on the Family Information Service website.

