



King Charles C of E (VC) Primary School
SEND Information Report
2017-2018

Head Teacher: Lee Moscato

Deputy Head of School: Cathy Brokenshire

SENCo, Assistant Head Teacher: Debbie Byrom

Contact email: senco@king-charles.cornwall.sch.uk Contact Phone Number: 01326 313607

SEN Governor: Jess Bidgood

At King Charles, we believe that every child is unique and has individual needs. King Charles is a mainstream, inclusive school and welcomes all children.

Link to our school website: www.king-charles.cornwall.sch.uk

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 half termly assess/review cycle, involving Class Teacher, SENCO and Senior Leadership Team
- ✓ 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
- ✓ On-going curriculum assessments (See King Charles SEND Policy, 6.2)
- ✓ Tracking progress using half-termly data
- ✓ Further assessments by specialists, including the SENCO and those from external agencies

We take a holistic approach by all aspects of a child’s development and well-being and we support our children with a positive behaviour approach across the school. Our pastoral support arrangements for supporting the emotional and social development of all children, including those with SEND, is set out in our School Offer, which is found on our school website. Our measures to prevent bullying can be seen in our Anti-bullying policy. We monitor attendance carefully and work closely with the Education Welfare Officer (EWO) and outside agencies where necessary.



King Charles C of E (VC) Primary School
SEND Information Report
2017-2018

Children with SEND participate fully in all aspects of school life including: trips and residential visits, extra-curricular lessons such as swimming and water sports, as well as holding positions within school such as school council representatives.

How we listen to the views of children/young people and their parents and communicate with them:

<u>What</u>	<u>Who</u>	<u>When</u>
Informal Discussions	Children, Parents, Class Teachers, TAs, SENCO, Senior Leadership Team (SLT), Head Teacher	On-going as required
Parents' Evenings	Class Teachers, Parents	Twice yearly: Autumn (and Spring term by invitation)
School Report	Class Teachers	Termly
Home-School Book, phone calls, emails, texts	Parents, Class Teachers and TAs	On-going as required
Assess, Plan, Do, Review (IPM and progress) meetings including Annual Reviews	Parents, Class Teachers, SENCO, SEN TAs, SLT	Termly
Pupil Conferencing, All about me profiles, Communication Passports	Children, SENCO, SEN TAs, SLT	Annually
Quick Slips to parents or parent questionnaires	Head Teacher, SLT, SENCO	As necessary
School Council	Children, Catherine Coles	Fortnightly
Formal meetings e.g. CAF, TAC, Early Support	Parents, SENCO, Class Teachers, TAs, Outside Agencies	Frequency dependent on circumstance and need
Transition Meetings for children with SEN statements and plans and high needs at SEN Support including those with 1:1s	Parents, Children, new staff, possibly other professionals	Summer Term

The Assess, Plan, Do, Review Cycle:

For children on our Record of Need, an Assess, Plan, Do, Review cycle has become further embedded over this school year and is developing in partnership with the SENCO, the child, 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	Alternative & Augmentative Communication Team, Low, medium & high tech equipment: Yes/No coloured bands, E-Trans & Eyegaze computer, Speech and Language Therapists,
-------------------------------	--



King Charles C of E (VC) Primary School
SEND Information Report
2017-2018

	Individual Speech and Language programmes: Black Sheep, Semantic Steps, Semantic Links, Autism Spectrum Team, Autism Champion, Social stories, Communication Passports, Personalised Workstations, I Pads and Apps, Task Management Boards, TEACCH activities, Social skills programmes, Positive Playtime intervention, Fun Friends intervention, 1:1 support for selected pupils, Thrive Alive lunch club
Cognition and Learning	Educational Psychologist, 1:1 and Small Group intervention TA, Dyslexia Screening Tests, Dyscalculia programme, Dyslexia friendly spelling lists, Dyslexia Friendly Reading Books, Coloured overlays, Small group Phonological Awareness interventions, Nesy Phonics, Nesy Spellings, Nesy Reading & Spelling online, KS2 KC Nesy Club, Rapid Readers Online reading scheme, Clicker 6, Laptops and I Pads, Precision teaching materials, Personalised learning of curriculum, Talking Tins, Vocabulary lists, Read, Write Inc. intervention, Visual timetables
Social, Emotional and Mental Health	Emotional & Social Behaviour Support Advisors and Behaviour Support Worker, 1:1 TA intervention programmes, CAMHS team, CLEAR counselling, WAVE project, Family Support Workers, Social Services Counselling support, Penhaligon's Friends, Together for Families, Education Welfare Officer support, Dreadnought, access to alternative provision (Nine Maidens Acorn Academy), 1:1 Draw and Talk (cooking, messy play, drawing), 1:1 Art Feelings, 1:1 and small group Thrive programmes, Small Group Thrive Alive Lunch Club, Positive Playtimes, Fun Friends programme, Therapeutic and social stories, Visual timetables,
Sensory and/or Physical Needs	Physiotherapists, Occupational Therapists, Teacher of Deaf, School Nurse, Physical Disabilities & Medical Advisor, Alternative or Augmentative Communication Officers, 1:1 and 2:1 staff in class, support staff at lunchtimes and playtimes, Fun Fit Intervention Programme, Wobble Cushions, Ear Defenders, Fidget Toys, Special pencils with natural grips – left and right handed, Pencil grips, Toderescu Handwriting



King Charles C of E (VC) Primary School
SEND Information Report
2017-2018

	programme, Writing Slope, Coloured Overlays, Tinted Interactive Whiteboard Screens, 1:1 Occupational therapy motor coordination programmes, 1:1 Physiotherapy programmes, Physical Movement Breaks, Deep Pressure Sensory Exercises, Weighted Blanket, Chewellery, Peanut Ball, Scooter-board, Gym Balls, Trampette, Hoists & Sling, Mobile Hoist, Eye Gaze computer system, Eye Gaze meeting with other children and families day, Lap tops, Bubble Room at Children's Park Centre,
--	--

Accessibility

All areas of the school are accessible to everyone including those pupils with SEND. There is a dedicated disabled parking space in the car park and a disabled entry system into school.

King Charles has two lifts, one housed in the new building and one in the main building.

We have wheel chair accessible classrooms.

Pupils feel safe and in an environment where should bullying occur, it is dealt with quickly and effectively.

Cathy Brokenshire is the designated 'Safeguarding Lead'. Debbie Byrom is the cover for safeguarding lead and designated teacher for Children in Care.

All areas of the school are uplifting, positive and support learning.

Teachers focus on rewarding good behaviour to promote a positive learning environment.

The rewards and sanctions system is robust and displayed around the school.

Some adapted PE equipment is available.

Some toilets are adapted by height.

There are a number of named adults who are 'team-teach' trained.

We have a disabled toilet with a hoist and a changing table.

Space can be made for simple physiotherapy.

Specialist equipment in practical lessons enables disabled pupils to be independent.

Adjustable chairs/tables are available.

Classrooms and corridors are made accessible for pupils with sensory needs.

At King Charles, we use a graduated approach to early identify SEND. Where a teacher (or parent) has a concern about a child, any barriers to learning are quickly identified, strategies are put in place and progress is carefully monitored. This is known as 'On Alert'. If, despite intervention, the gap continues to widen, we would consider, in discussion with the parents, moving the child onto the school's Record of Need at School Support, setting up an individual provision map (IPM) with targets that are reviewed regularly with parents and whether outside agency involvement/advice would be necessary. We continue to carefully monitor progress at this stage. For our children with highly complex needs and outside agency support, we apply for Education, Health, Care Plans (EHCPs) which detail necessary provision to support that child's educational development, including individual TA support.

During the 2017-2018 academic year, we had **61** children On Alert, **29** children receiving SEN Support and **4** children with Education, Health and Care Plans or Statements of Educational Need.



King Charles C of E (VC) Primary School
SEND Information Report
2017-2018

We monitor the quality of this provision by observations, performance management reviews, pupil progress meetings and data, pupil voice, parent voice.

We measure the impact of this provision by entry and exit data and review of Statement/EHCP objective outcomes. If progress is made in line with their peers, children will be moved off the SEN Register.

Support Staff Deployment:

Support staff are deployed in a number of roles:

- ✓ 1:1 SEN TA
- ✓ Small group interventions
- ✓ Whole class support
- ✓ Preparation of specialised resources
- ✓ Personalisation of curriculum
- ✓ Liaison with parents
- ✓ Supervise and support at breaks/lunch times for key individuals
- ✓ Run lunchtime club
- ✓ Run/support other clubs
- ✓ Monitoring and administration of first aid and medicines
- ✓ Support personal care plans, including toileting and feeding

We monitor the quality and impact of this support by observations, performance management reviews, pupil progress, pupil voice, parent voice

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>
TIS Headstart training for SLT	Mrs D Byrom	03 May 2018 04 May 2018
Bold Beginnings EYFS Ofsted meeting	Mrs D Byrom Mr Moscato	07 March 2018
Preparing SEN information for Ofsted Inspection	Mrs D Byrom	14th June 2018
Draw and Talk training by Dr Wendy Thomas (Ed Psych)	Lou Sayer Lorraine Debbie Leakey Sam Belt Jo Elliott	



King Charles C of E (VC) Primary School
SEND Information Report
2017-2018

	Tara Durrant Maria Woods Michelle Susie Ball Theresa Gibbons Hannah Hartley	
EYFS stage Summer conference	Mrs S Ashley	22 May 2018
Designated Teacher training for Children in Care	Mrs D Byrom	09 March 2018
Ages and Stages of emotional health and wellbeing safeguarding conference	Mrs D Byrom Mrs C Brokenshire	16 March 2018
Teaching and supporting children with Autism	Rebecca Edwards Emily Perry	14 June 2018
SEN code of practice Workshop	Mrs D Byrom	29 June 2018
SENCo Network meeting	Mrs D Byrom	06 June 2018
Designated Teacher Conference	Mrs D Byrom	22 June 2018
Cornwall Primary Conference STEM	Mrs S Williams	21 March 2018
Data briefing	Mr L Moscato	15 December 2017
ABC does excellence	Mrs D Byrom	1 February 2018
Aspirational Educational Provision	Mrs D Rutherford	26 September 2017
Autism Spectrum Disorder	Mrs T Venton	28 December 2017
Behaviour Management Training	Mr B Boisseau	29 November 2017
CACHE level 2	Mrs J Ealey	23 April 2017
Dyscalculia Training	Mrs S Ashley	2 October 2017
Dyscalculia Training	Mr B Boisseau	2 October 2017
Dyscalculia Training	Mrs D Byrom	2 October 2017
Dyscalculia Training	Mrs S Williams	2 October 2017
Dyscalculia Training	Mrs C Brokenshire	2 October 2017
Dyscalculia Training	Miss K Chambers	2 October 2017
Dyscalculia Training	Mrs M Clayton	2 October 2017
Dyscalculia Training	Mrs C Coles	2 October 2017
Dyscalculia Training	Mrs J Culliford	2 October 2017
Dyscalculia Training	Mr I Eddy	2 October 2017
Dyscalculia Training	Mrs R Edwards	2 October 2017
Dyscalculia Training	Mr G Harris	2 October 2017
Dyscalculia Training	Miss S James	2 October 2017
Dyscalculia Training	Mrs L Mackenzie	2 October 2017
Dyscalculia Training	Mr L Moscato	2 October 2017
Dyscalculia Training	Miss H Norman	2 October 2017
Dyscalculia Training	Mrs E Seager	2 October 2017
Dyscalculia Training	Miss A Sedall	2 October 2017



King Charles C of E (VC) Primary School
SEND Information Report
2017-2018

Health and Safety in the workplace	Mr L Moscato	19 February 2018
KS1 Statutory Assessment Year2	Mrs L Mackenzie	09 February 2018
KS1 Statutory Assessment Year2	Mr L Moscato	09 February 2018
KS1 Statutory Assessment Year2	Miss H Norman	09 February 2018
KS2 Statutory Assessment Year6	Miss S James	22 January 2018
KS2 Statutory Assessment Year6	Mr L Moscato	22 January 2018
Math CPD	Miss K Chambers	18 October 2017
Math CPD	Mr B Boisseau	18 October 2017
Maths Hub	Miss S James	6 November 2017
Paediatric First Aid	Miss T Gibbons	18 September 2017
Paediatric First Aid	Miss E Salome	18 September 2017
Paediatric First Aid	Mrs E Seager	18 September 2017
PE Conference	Mr G Harris	12 September 2017
PE Conference	Mrs R Edwards	12 September 2017
Positive Handling	Mrs C Brokenshire	7 February 2018
Positive Handling	Mrs D Byrom	7 February 2018
Positive Handling	Mrs J Ealey	7 February 2018
Positive Handling	Ms S Holmes	7 February 2018
Positive Handling	Mr J Matthews	7 February 2018
Positive Handling	Miss S James	7 February 2018
Positive Handling	Mrs J Elloitt	7 February 2018
Safeguarding Training	Miss K Chambers	26 September 2017
Safeguarding Training	Mrs S Hamill	26 September 2017
Safeguarding Training	Mr J Matthews	26 September 2017
Safeguarding Training	Mrs L Whitford	26 September 2017
Safeguarding Training	Mr B Boisseau	26 September 2017
Section 8 Ofsted inspection course	Mr L Moscato	23 February 2018
Reasoning project	Miss S James	3 November 2017
Reasoning project	Miss S James	26 January 2018
Reasoning project	Miss S James	
Understanding Depression	Miss T Venton	13 October 2018



King Charles C of E (VC) Primary School
SEND Information Report
2017-2018

Whole school training this year has included training in Dyscalculia, Falmouth MAT Great teachers' Toolkit and Performance Management.

Groups of Staff have also further developed their knowledge of Fire Awareness, First Aid training, Health and Safety Awareness, Health and Safety Toolkit, Let's Think Training, Level 3 Child Protection, Level 2 Child Protection, Manual Handling, PREVENT and Team Teach.

Parents have been signposted to the parenting courses, training and support run through the Early Help Hub, such as ASD parenting programme, the Challenging behaviour group, Inspirational parenting and the School Nursing Team and Family Worker team.

We monitor the impact of this training by observations, performance management reviews, pupil progress, pupil voice, parent voice and discussions with professionals.

Partnerships with other schools and how we manage transitions:

We work with a number of schools in the area in the following ways:

- ✓ Sharing professional expertise
- ✓ SENCO network meetings
- ✓ Transition meetings: mid-year to/from other schools and end of phase e.g. Nursery to Reception; Year 6 to Secondary, etc.
- ✓ Sharing resources and training

This year, one children requiring SEN Support and no children with Education, Health and Care Plans or Statements of Special Educational Need came to us from other schools. We currently have one child dual registered with Acorn Academy short stay school at Nine Maidens. One child who was on our Record of Need in 2017/18 made successful move from Nine Maidens back into our school.

We ensure that the transition from Nursery to Reception is smooth by careful/close communication, stay and play sessions, home visits, visits to feeder pre-schools, overseen by our Foundation & KS1 Assistant Head-Teacher/ SENCO.

We support the transition from Reception to Year 1 by having good dialogue between teachers as well as class and individual visits to new classes and extra opportunities to meet their new teachers and follows a similar curriculum for the first term.

We help children to make the move from other year groups by use of context sheets and other relevant paperwork, having good dialogue between teachers as well as class and individual visits to new classes and extra opportunities to meet their new teachers.

The transition from year 6 to secondary school is supported by visits from secondary colleagues, regular visits to the feeder secondary setting throughout the year and transition days leading to a week of transition at the end of the Summer term. Secondary SENCOs are invited to attend Year 5 annual reviews, and SEN handover meetings. Personalised individual visits and meetings are arranged for vulnerable pupils and their parents, and child protection links with County Council have been followed with regards to elective home education.



King Charles C of E (VC) Primary School
SEND Information Report
2017-2018

For some of our children with SEN support, we have provided communication passports, used behaviour support transition plans and ASD transition plans, held extra visits to new class/opportunities to work with new staff, as well as new staff being able to shadow existing staff to prepare for next year.

Parents of children with Statements, EHCPs and those accessing 1:1 provision are included in this process through Transition meetings where they meet with staff (including new teacher and new TAs) and the SENCO and have opportunities to find out about the year ahead.

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 School Development Plan, which includes our SEN Development/Action Plan. Please contact school if you would like further information. Staff complete an annual audit to help further identify training gaps and a questionnaire is sent out to parents of children with SEND annually.

Our complaints procedure:

Anyone wishing to make a complaint with regard to SEN support and provision should contact the school in the first instance and ask to speak with either Lee Moscato (Head Teacher), Cathy Brokenshire (Deputy Head Teacher) or Debbie Byrom (SENCO, Assistant Head Teacher).

This year we received 0 complaints with regard to SEN support and provision.

Other relevant information and documents:

The Designated Safeguarding Lead in our school is Cathy Brokenshire and the Cover for the Safeguarding Lead is Debbie Byrom. All members of SLT have recently undertaken Level 3 Safeguarding Training and all staff have Tier 2 Safeguarding training, updated as necessary.

The Designated Children in Care person in our school is Debbie Byrom.

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

Our Accessibility Plan can be made available on request or found on our school 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 www.king-charles.cornwall.sch.uk

Our SEN Policy (how we provide for our pupils with special Educational Needs) and our School Offer (what provision we offer all pupils, including those with Special Educational Needs) can be viewed on our website.

Our SEN Policy 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 and adhere to the Cornwall Council Local Offer.

Services and organisations that we have commonly worked with throughout the year:

Service/organisation	What they do in brief
----------------------	-----------------------



King Charles C of E (VC) Primary School
SEND Information Report
2017-2018

<p>Early Help Hub</p>	<p>The Early Help Hub is the single point of contact for council and community health Early Help services for children in Cornwall. It provides information, advice and guidance, as well as access to Early Help services.</p> <p>The team within the Hub consists of a team of professionals with a variety of skills and backgrounds including education, health and the council.</p>
<p>Cornwall's Local Offer</p>	<p>Cornwall's Local Offer includes all the support that is available to children and young people in Cornwall (aged 0–25) with special educational needs and / or disabilities (SEND) and their families. The majority of the support described is based in Cornwall but the Local Offer also includes links to provision that is available in other counties when such provision is not available in Cornwall.</p>
<p>School nurse team</p>	<p>School Nursing Cornwall offers health assessments to all children when they start primary and secondary school. This information is used by the NHS to help plan and improve services for children.</p> <p>As well helping parents to bring up healthy children by providing information on healthy eating and hygiene, they also help teachers to meet any health needs children may have at school. For all children school nurses can help to carry out the common assessment framework. This looks at all the child's needs, not just those that can be met by one organisation and develops a plan to meet those needs.</p> <p>They can also help to put you in touch with or make referrals to the other health services your child may need. This includes hearing tests, speech and language therapy, continence services, child mental health services, dieticians and opticians.</p>
<p>Educational Psychologists (EPs)</p>	<p>Educational Psychologists are specialists in learning, emotional well-being and child development.</p> <p>They work with children and young people, their families and educational settings. Their role is to promote positive outcomes for vulnerable groups of children and young people including:</p> <ul style="list-style-type: none"> • children and young people with general or specific learning difficulties • children and young people with physical disabilities and significant medical needs • children and young people in care and those who have Social Care involvement • young people with emotional and mental health needs who may also present with behavioural difficulties
<p>Speech and language therapy</p>	<p>The Speech and Language Therapy service supports children and young people 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 • swallowing (eating and drinking). <p>This can include children/young people with delay in learning to talk, speech sound production difficulties, learning difficulties, cleft palate, stammering, selective mutism, autism, hearing impairment and physical disabilities. For information about specific diagnoses see: www.afasic.org.uk</p>
<p>Kernow SEMHSupport</p>	<p>The service offers frontline support with pupils and helps build capacity in schools to support challenging behaviour.</p>



King Charles C of E (VC) Primary School
SEND Information Report
2017-2018

	<ul style="list-style-type: none"> •Liaison with or signposting to other agencies or resources. •Gatekeeper for provisions in Alternative Provision Academies •Pupil Advocacy for vulnerable pupils. •Support with Managed Moves at school request •Attendance at relevant TAC/CAF, PSP meetings, Child Protection conferences, Annual Reviews. •Transition support and attendance at transitional reviews if required. <p>The Behaviour Support Service can also offer support to schools in the aftermath of a critical incident.</p> <p>The service also provides 'Team Teach' (Restrictive Physical Intervention) training to education settings.</p>
ASD Team	<p>The Autism Spectrum Team will accept referrals on behalf of young people of school age (4-16 years) who have a diagnosis of an Autistic Spectrum Disorder (ASD)</p> <p>When the objective is school based the package may include:</p> <ul style="list-style-type: none"> • A range of assessments • Recommendation of strategies to school staff • Interventions carried out within a school • Modelling good practice in the classroom. • Coordination of meetings in the school setting <p>When there is a home based objective, in most cases the team will invite the parents/carers of the young person to attend a specialist parenting group in their local area.</p>
Physio and Occupational Therapists	<p>The Community Child Health team works with children and young people in Cornwall who have a significant developmental disability or vulnerability.</p>
Hearing Support Team	<p>Hearing Team works in partnership with parents, and school to support for children with sensory impairment</p>
SEN Assessment and Provision Team	<p>The Special Educational Needs (SEN) Assessment and Provision team is responsible for:</p> <p>The Education, Health and Care (EHC) needs assessment processes.</p> <p>The transfer of existing statements of SEN and Learning Needs Assessments into EHC plans.</p> <p>The maintenance and review of existing Statements of SEN and EHC plans.</p> <p>The team works with educational settings, families, a range of services and other Local Authorities to ensure the effective working of the statutory arrangements for children and young people with the most complex SEN.</p>

Independent support for parents:

Parent Carer Council for Cornwall: 07973 763332 www.parentcarercouncilcornwall.org.uk

**Cornwall Special Educational Needs Disability Information, Advice & Support Service (SENDiASS):
01736 759500 <http://www.cornwallsendiass.org.uk>**