

SEND Information Report 2013 – 2014

Roche Primary School is a mainstream school. At Roche we believe that children have a right to a safe, happy, varied and challenging learning experience. Every individual child matters and all children have abilities and potential which must be realised. Within this context, commitment, self-responsibility, honesty and respect are the key personal qualities which we value from all members of our school community and that we feel are essential to success in later life.

SEN Support

At Roche we are committed to ensuring that any child in need of additional support has access to this. We offer a variety of intervention programmes. These programmes, identified by the needs of the children and are continually changing to reflect this. At present we have the following interventions available to children:

- Speech and Language Support
- Fischer Family Trust reading support
- Maths intervention for KS1
- Maths intervention for KS2
- Higher Maths intervention for KS2
- Behaviour support groups
- Memory Skill groups
- Phonics Streaming
- Social Skills support
- Fun fit
- Early Literacy Support.

Identifying Children with SEN

Provision for children with special educational needs is a matter for the whole school. The governing body, the school's head teacher, the SENDCO and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities. All teachers are teachers of children with special educational needs. The school will assess each child's current levels of attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the child's pre-school years. If the child already has an identified special educational need, this information may be transferred from other partners in their Early Years setting and the class teacher and SENDCO will use this information to:

- Provide starting points for the development of an appropriate curriculum.
- Identify and focus attention on action to support the child within the class.

- Use the assessment processes to identify any learning difficulties.
- Ensure ongoing observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.

Parents are free to contact the class teacher, SENDCO or the Headteacher at any time to discuss their child's progress. Contact can be made through school reception or via the school email at secretary@roche.cornwall.sch.uk.

Evaluating

Each term, the class teachers have met with the Head teacher (Jeremy Walden) to discuss all the children within their class and the progress they have made. This ensures that children are receiving the support they require and that this support is making an impact on their progress. The SENDCO (Karen Welch) has had termly meetings with both the Headteacher and the teachers to monitor and assess the provision provided.

Consulting parents of children with SEN

The school works in partnership with all parents and carers. Parents have been invited to attend parent/carers evening and annual written reports have been issued. We have enjoyed being able to continue an open door policy for any parent with regard to the needs of their child.

Parents of children with SEN can request additional meetings and extended parents evenings to discuss their child's progress. Children with SEN will have an IEP (Individual Education Plan) drawn up in partnership with parents every term. This will show targets that teachers and support staff will be working on. These are broken down into small achievable steps and assessed, reviewed and discussed regularly by the teacher, the SENDCO and parents.

Consulting young people with SEN and involving them in their education

Wherever possible, the children have been involved in thinking about their areas of strengths and difficulties and these are reflected in their targets and IEPs. This allows children to become intrinsically motivated and builds on their esteem.

Moving between phases of education

The school has strong links with the pre-school and playgroups at Roche. The Early Years teacher has met on a number of occasions with both settings so that the school is aware of the needs of the children entering reception. In addition to this both the Early Years teacher and the SENDCO have attended TAC meetings to ensure smooth transitions between settings for children with SEN.

The Year 6 teacher, together with the Headteacher has had meetings with Poltair and Brannel regarding transitions into secondary school for children with SEN. This

has proved to be a very useful tool, and ensure that children are supported appropriately in secondary school.

The approach to teaching children with SEN

All our teachers at Roche are teachers of SEN. Pupils have been supported in following their interests, and the Curriculum regardless of their SEN and/or disabilities. Children work in different differentiated groups depending on their ability and the specific task. A variety of learning styles have been used so the children have the opportunity to engage in different ways. These have included practical hands on activities, problem solving activities, drama, school trips, ICT. Children have also been given the opportunity to develop independence through the use of individual tasks as well as paired and group work. For some children personalised and highly differentiated work has been provided, enabling independent learning. One-to-one support is in place for some pupils who need more intensive support.

Each class has teaching assistants who support children within the class during lessons as well as assisting them with catch up work or interventions. Teachers monitor and track all children in the class. Should a child not be making progress in line with their peers, this will be discussed with parents, the SENDco and the Headteacher. From these discussions a course of action regarding intervention will be addressed and implemented. This will be reviewed regularly to ensure that the provision is meeting the needs of the individual.

Expertise and training of staff

Various members of staff have had SEN training within the last year. This has included:

- Speech and Language training
- ASD training
- Dyslexia screening training
- National Award for SEN training
- Team Teach training
- Memory Skills training

Where additional expertise has been required, this has been brought in. This has included an Educational Psychologist and Speech and Language Therapy, behaviour support, special ASD support and Penhaligon's Friends. We have also had the support of Social Services, Family Support Workers, and the Education Welfare Officer.

Improving emotional and social development.

All the year groups have followed the Enjoyment and Excellence Social Emotional Aspects of learning, where children learn to develop their independence in dealing with both their emotions and being able to identify the emotions of others. Some of these having included resolving conflicts, manage changes and setting goals. For children that have needed attentional support, this has been provided in both on a 1:1 basis and in groups such as circle of friends.

Our tracking system, has again proved that children with SEN at Roche School, have continued to make good progress, with many making accelerated progress. We look forward to achieving the same high standards in 2014-215.