

# **St Germans Primary School**



## **St Germans Primary School Educational Needs and Disabilities Information Report 2023 – 2024**

This Information Report needs to be viewed with reference to the Equality and Diversity Policy and the Accessibility Policy and Plan which can be found on our website. In line with the Local Authority's Admission Policy, children with an Education, Health and Care Plan will have priority where the school is named in their Plan. Children with a Special Educational Need and Disability (SEND) who do not have an EHCP will have equal admission opportunities to those without SEND.

**Headteacher/SENDCo**  
**Review Frequency: Annually**  
**Next Review: September 2024**

## **Roles and responsibilities**

### **Role of the Governing Body**

The Governing Body has:

- Appointed Miss Alison Beaman to be the Special Needs and Disabilities Coordinator (SENDCo).

### **Role of the Headteacher**

The Headteacher, Mrs Ingrid Bennett, will:

- Ensure school personnel and parents are aware of this policy.
- Ensure that the daily management of SEND provision is effective.
- Work closely with the SENDCo, governors and the teaching and support staff.
- Report to the Governing Body on the development of this Policy.

### **Role of the Special Needs Coordinator**

The SENDCo, Alison Beaman, will:

- Implement the guidance learned from the 'National Award for Special Educational Needs Coordination' qualification.
- Ensure the detailed implementation of support for children with SEND.
- Ensure the implementation of this Policy.
- Ensure all school personnel understand their responsibilities to children with SEND.
- Work with the Headteacher to oversee the day to day provision for children with SEND within the school, including those with Education, Health and Care Plans (EHCPs).
- Identify the barriers to learning and what SEND provision a child requires.
- Provide advice and teaching strategies to teachers and support staff.
- Inform parents of their child's special educational needs.
- Arrange meetings for parents with the school nurse, external support teachers or the educational psychologist.
- Organise in-house and external support for a child with SEND.
- Monitor this support.
- Keep parents up to date with the SEND provision for their child.
- Ensure children with SEND have full access to the curriculum.
- Ensure children with SEND are included in all school activities and events.
- Ensure children with SEND take part in extra-curricular activities.
- Arrange for key workers to be allocated to children with SEND so that children can talk about any difficulties or concerns that they may have.
- Lead the development of SEND throughout the school.
- Arrange in-service training for school personnel and Governors.
- Help select, train, organise and manage a team of teaching assistants (TAs).
- Update the Record of Need and monitor Individual Support Plans.
- Undertake classroom observations.
- Ensure adapted teaching methods are being used.

- Track the progress of children with SEND.
- Maintain records of all children with SEND.
- Use provision maps to give an overview of programmes and interventions that have been used with different groups of children and to monitor the levels of intervention.
- Keep up to date with new developments and resources.
- Make effective use of relevant research and information to improve this policy.
- Liaise with parents.
- Organise annual reviews.
- Meet with outside agencies.
- Work with feeder or transition schools before a child moves into another setting to plan and prepare for transition.
- Provide information for the SEND Information Report.
- Report annually to the Governing Body on the success and development of SEND.

### **Role of Class Teachers**

Class teachers must:

- Be responsible and accountable for the progress and development of the children they teach.
- Have high expectations of children with SEND.
- Set challenging targets.
- Be aware of the school's policy for the identification and assessment of children with SEND and the provision it makes for them.
- Work closely with the SENDCo.
- Be well informed of the special needs, medical conditions and the education, health and care needs of the children that they teach.
- Prepare, use and update information, strategies and targets on Personalisation Plans and Rainbow Targets.
- Implement any advice and teaching strategies given by the SENDCo.
- Provide high quality teaching for all children.
- Deliver the individual programme for each SEND child.
- Include children with SEND in all class activities.
- Ensure their planning includes adapted teaching.
- Track and monitor the progress of all children.
- Inform the SENDCo of any identified barriers to learning and lack of progress of children.
- Liaise with parents of children with SEND to update them on the progress of their children.
- Suggest ways that parents can support their children at home.
- Undertake appropriate training on induction.
- Identify any additional training needs they require.

### **Role of Teaching Assistants**

Teaching assistants will:

- Work closely with the SENDCo and class teachers.
- Provide support for individual or groups of children with SEND.
- Use information, strategies and targets on Personalisation Plans to support individual children.
- Provide in- class and out of class catch up literacy and numeracy support for children.

- Assist in the preparation of lessons.
- Monitor children's progress.
- Provide feedback to teachers and the SENDCo, attend appropriate training, and suggest training needs.

### **Role and rights of parents**

We encourage parents to:

- Work closely with the school in order to develop a partnership that will support SEND children.
- Be aware of their child's targets and his/her progress towards them.
- Take part in the review of Personalisation Plans.
- Attend and take part in annual reviews.
- Consider requesting an Education, Health and Care Needs Assessment.
- Be aware of the Local Authority's information, advice and support service.

### **Role and rights of children**

We encourage children with SEND to understand their rights and to take part in:

- Assessing their needs.
- Setting learning targets.
- Their Personalisation Plans reviews and Rainbow Targets.
- Their Annual EHCP Reviews.

### **This Policy relates to the following legislation**

- Special Educational Needs and Disability Regulations 2014.
- Special Educational Needs Code of Practice 2015.
- Children Act 1989.
- Education Act 2010.
- Statutory Guidance on Supporting Pupils with Medical Conditions 2014.
- Teachers' Standards 2012.
- Equality Act 2010: advice for Schools DfE Feb 2013.
- Children and Families Act 2014.
- Accessibility Plan.
- Safeguarding Policy.
- Inclusion Policy.

### **Documentation also related to this Policy**

- Quality Standards for Special Educational Needs (SEN) Support and Outreach Services (DCSF).
- School Admissions Code (DfE).
- Special Educational Needs and Disability Code of Practice: 0 to 25 Years 2015.
- Statutory Guidance for Organisations who work with and Support Children and Young People with Special Educational Needs and Disabilities (DfE) and (DoH).

- Supporting Pupils at School with Medical Conditions: Statutory Guidance for Governing Bodies of Maintained Schools and Proprietors of Academies in England (DfE).
- The Statutory Framework for the Early Years Foundation Stage (DfE).
- Working Together to Safeguard Children (DfE).
- Equality Act 2010: Advice for Schools (DfE).
- Reasonable Adjustments for Disabled Pupils (2012) (Equality and Human Rights Commission).
- Supporting Pupils at School with Medical Conditions (2014) (DfE).

We wish to comply with the Special Educational Needs and Disability Code of Practice: 0 to 25 Years (2015) and Children and Families Act 2014. We have a duty to provide appropriate SEND provision for children and young people in order to meet their needs. It is also our duty to 'make reasonable adjustments for disabled children and young people, to support medical conditions and to inform parents and young people if SEND provision is made for them.' We must ensure that under no circumstance will we directly or indirectly discriminate against, harass or victimise disabled children or young people.

We believe it is our responsibility to publish all details of the SEND provision that we have available in this Information Report and to work with the Local Authority in compiling and reviewing the Local Offer.

Our Ofsted rating is 'Good'. The full report can be downloaded from Ofsted's website, please click the following link for further information.

<https://reports.ofsted.gov.uk/provider/21/111982>

### **How do I know that my child is safe in school?**

Our school building ensures that children are kept safe during the school day with all gates and doors locked. During break times and lunchtimes staff are positioned around the school premises to ensure children are kept safe and within eye sight. The site is safe and secure with high perimeter fences and gates. All visitors have to come to the main reception to gain access to the building and are required to sign in. We have a designated Children Protection Officer and a Deputy Officer. All staff have received child protection training. We have a designated first aider who has a First Aid at Work, as well as a Paediatric First Aid Certificate. The majority of other staff have undergone first aid training and in many cases paediatric first aid training.

### **How we identify SEN - Graduated Approach**

At St Germans Primary School we are committed to providing a wide range of learning opportunities which are accessible to all. We work closely with children, parents, carers, and when required outside agencies, to ensure that every child's needs are met appropriately. The school has a 'Graduated Approach' to Special Educational Needs and Disabilities (SEND) to ensure that appropriate levels of support are put in place for individual children.

We adopt a graduated approach coordinated by the SENDCo and using the four stages of action: Assess, Plan, Do and Review. An in-depth definition of a graduated approach is explained in our SEND Policy which can be found on our web site.

### **How does your school ensure that children who need extra help are identified early?**

Children are identified as having SEND through a variety of ways including:

- Child performing below age expected levels.
- Concerns raised by parent.
- Concerns raised by teacher, for example behaviour or self-esteem is affecting performance.
- Consultations between class teachers and members of the leadership team where progress data is discussed.
- Liaison with external agencies e.g. Educational Psychology Service / Speech & Language Team.
- Health diagnosis through a paediatrician.
- Liaison with previous school or setting, if applicable.

### **As a parent what should I do if I think my child may have SEND?**

Talk to us – in the first instance contact your child’s class teacher; if you still have concerns you can contact the Headteacher or the SENDCo. We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they can be the same with us.

### **Who will explain my child’s needs and progress to me?**

The class teacher will meet parents at least on a termly basis (this could be as part of Parents’ Evening) to discuss your child’s needs, support and progress.

For further information, the Leadership Team is available to discuss support in more detail.

Headteacher: Mrs I Bennett

SENDCo: Miss A Beaman

SEND Governor: Mrs E Reed

### **How will school support my child?**

Our SENDCo oversees all support and progress of any child requiring additional help across the school.

The class teacher will oversee, plan for and work with each child with SEND in their class to ensure that progress is made in every area.

The class teacher will create a Personalisation Plan that identifies specific targets for your child. This will also be used to track progress and to evaluate the success of any interventions.

There may be a teaching assistant working with your child either individually or as part of a group, if the class teacher sees this as necessary. The regularity of these sessions will be explained to parents when the support starts.

Some of the teaching assistants in school specialise in a specific area. These staff may work with the class teacher to plan a specific intervention to meet a child's needs or they may work with the child themselves.

### **How are the Governors involved and what are their responsibilities?**

The SENDCo meets with the SEND Governor termly to review the progress of children with SEND; this meeting does not refer to individual children and confidentiality is always maintained. The SEND Governor then reports to the rest of the Governing Body to keep them informed.

The Governors agree priorities for spending within the SEND budget, with the overall aim that all children receive the support they need to make progress.

### **How do teachers match the curriculum to an individual child's needs?**

Class work is adapted so that all children can access the curriculum according to their specific needs. Typically, this might mean that in a lesson there would be three different levels of work set for the class, however, on occasions this can be individually adapted for a specific child. The benefit of this type of adapted teaching is that all children can access a lesson and learn at their level.

### **How is the decision made about what type and how much support my child will receive?**

The class teacher and the SENDCo will discuss the child's needs and what support would be appropriate. Different children will require different levels of support to help them make progress and achieve their potential.

### **How does the school judge whether the support has had an impact?**

A termly review of children's learning, ensuring progress is sufficient. Parents will be invited to a termly review meeting and, if necessary, the setting of new targets.

The child is making progress academically against national/age expected levels, which is discussed at Progress Meetings. These meetings will be attended by class teachers and a member of the SEND team and the Senior Leadership Team.

Verbal or written feedback from the teacher, parent and child is provided.

Children may be taken off the SEND Support register when they have made sufficient progress, and when specialist provision is no longer needed.

### **What opportunities will there be for me to discuss my child's progress?**

We believe that your child's education should be a partnership between the parents and teachers and we aim to communicate with you regularly, at least once a term.

You will be able to discuss your child's progress at Parents' Evenings.

You are also welcome to make an appointment at any time to meet with either your child's class teacher, the Leadership Team or the SENDCo.

The school operates an open-door policy. This means that parents/carers are welcome to have a brief discussion with a class teacher when dropping off or picking up their child. Should a longer time be needed parents/carers are welcome to make an appointment to see their child's teacher. This ensures a smooth transition between home and school each day.

### **How will you help me to support my child's learning?**

The class teacher or the SENDCo can offer advice and practical ways that you can help your child at home. In addition, St Germans 'Padlet' has had positive feedback as a valuable resource to use.

If you have any concerns about your child's health and wellbeing or are looking for information on support available to parents and families, Miss Beaman has created a 'Padlet' of useful information to guide and support you.

Please use the web link below to access the Padlet.

[St Germans School Padlet - A collection of useful SEN information.](#)

When needed, the class teacher can provide a home/school communication book which your child will bring home daily so that comments from parents and teacher can be shared. If your child is on the SEND Register, they will have a Personalisation Plan which will advise of current support in place to help with your child's learning. This will be discussed with you on a termly basis and you will be given a copy of the Personalisation Plan.

If a class teacher needs to discuss an issue with you, it will be done privately and strategies to support your child will be offered.

If your child has complex SEND, they may have an EHCP. It is law that a formal meeting will take place annually to review your child's progress. Children who have an EHCP will also have termly EHCP Personalisation Plans.

Recommendations from external agencies e.g. a Speech and Language Therapist, will be shared with you so that strategies can be implemented at home and school.

We sometimes invite parents to 'Learning Events' in school where we explain how we teach certain areas of the curriculum.



### **How do you measure my child's progress?**

As a school we measure children's progress in learning against national age related expectations. The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. We track children's progress from their admission through to Year 6 using a variety of different methods, including National Curriculum targets and some standardised tests, as appropriate.

Children who are not making expected progress are identified through the termly Progress Meetings. In this meeting, a discussion takes place about those children are experiencing difficulties and what further support can be given to aid their progress.

When a child's Personalisation Plan is reviewed, focus is on what progress has been made. If adequate progress has not taken place, the reasons for this will be discussed, then new targets may be adapted into smaller steps or a different approach may be tried to ensure the child does make progress.

### **What is the pastoral, medical and social support available in the school to ensure my child's overall well-being?**

We are a THRIVE school and have two THRIVE practitioners. We also have a designated Senior Lead for Mental Health (Mrs Townsend). Mrs Townsend is responsible for the effective monitoring of mental health and actively intervenes when needed. Our school provides a pastoral approach to ensure that mental health and wellbeing needs are met, adopting a whole school THRIVE approach, alongside small group or 1:1 intervention for children who require a tailored THRIVE approach. Lyndsey Wilde, our Education Mental Health Practitioner also supports weekly sessions of Decider Life Skills which aim to improve emotional intelligence and help children's brains to develop positive habits. St Germans Primary has a caring, understanding ethos and is an inclusive school; we welcome and celebrate diversity, and believe that high self-esteem is crucial to children's wellbeing. As a nurturing school, all our vulnerable children are known to staff.

The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this should be your first point of contact. If further support is required, the class teacher liaises with the SENDCo or THRIVE practitioner for further advice and support.

Children with eating difficulties are encouraged in school to try different types of food. If necessary, children are supported in the dining room and our children are not rushed to eat their food. If a child requires specific and additional considerations and support in school, this will be managed through an Individual Care Plan written by the SENDCo in conjunction with parents and can involve the Cornwall Child and Adolescent Mental Health Service (CAMHs).

### **How does the school manage the administration of medicines and personal care?**

We have a Policy regarding the administration and management of medicines on the school site. Parents need to contact the school office if medication is recommended by Health Professionals to be taken during the school day. The class teaching assistants administer medicines, after the parent has signed a form to allow this to happen.

If a child requires specific additional medical considerations and support in school, this will be managed through an Individual Care Plan written by the SENDCo in conjunction with parents and can involve the School Nurse. If a child requires personal hygiene care this will be managed through an Intimate Care Plan.

### **What support is there for behaviour, avoiding exclusion and increasing attendance?**

We have a positive approach to behaviour management with a clear Relational and Behaviour Policy which is followed by all staff and children.

At St Germans Primary School, we recognise the damaging effects of suspensions and permanently excluding children as it leaves them open to further social exclusion which increases the chance of future harm. As a result, we will only suspend or exclude a child from school under exceptional circumstances.

If a child is at risk of exclusion, Risk Assessments are written if behaviours pose a risk to themselves and/or others. In addition, Antecedents (A), Behaviours (B) and Consequences (C) charts are used to track and understand the behaviour of the child. By tracking ABC behaviours, this can help teachers to improve their understanding of what triggers certain behaviours and develop effective responses and support plans.

### **How will my child be able to contribute their views?**

We value and celebrate each child's views on all aspects of school life. This is usually carried out through the School Council and Pupil Voice questionnaires.

Children who have Personalisation Plans discuss their targets with their class teacher.

If your child has an EHCP their views will be sought at the review stage, if appropriate.

During high quality teaching within the classroom, children are regularly encouraged to express their views on their progress and understanding of topics.

### **What specialist services and expertise are available at or accessed by the school?**

The SENDCo is a Specialist Leader of Education for SEND. Miss Beaman, the SENDCo has a wealth of knowledge and experience in using evidence based and well researched provision for children with SEND. She has a Master's in Education and is a final year PhD student at Plymouth University specialising in Education. Her thesis will be submitted in Spring 2024.

The school also has TAs trained in specialist provision for children with SEND eg: THRIVE, Cognition and Learning. We also work closely with any external agencies that we feel are relevant to individual children's needs within our school. These may include:

<b>Service/organisation</b>	<b>What do they do?</b>
Cognition and Learning Service	Supports schools in ensuring the effective inclusion, achievement and progression of children and young people with cognition and learning needs.
Physical and Medical Service	Ensures all students with physical disabilities and medical needs have maximum access to the school curriculum.
Early Help/Family Support Workers	Supports the whole family in meeting a child's needs
School Nurse	Supports children with medical needs
Clinical Psychologist	Supports in the outcome of good mental health
Paediatrician	A practitioner specialising in children and their diseases
Speech & Language Therapist	Supports children with speech and language communication difficulties
Audiology Service	Supports children with hearing loss
Visually Impaired Service	Supports children with visual difficulties
Occupational Therapist	Helps children to perform tasks in their daily life
Educational Psychologist	Investigates a wide variety of needs and disabilities and suggests provision
Behaviour Support Service	Supports children with behaviour difficulties
Autism (ASD) Team for Assessment and Support Teams	Assesses children on the ASD Pathway and suggests appropriate provision
Dreadnoughts, CLEAR, Jigsaw, Brighter Futures, Gweres Kernow, Blooms, First Light, Penhaligan's Friends, Jeremiah's Journey	Agencies providing children with counselling
Educational Welfare Officer	Enables children to attend school regularly
Child and Adolescent Mental Health Service (CAMHS).	Assesses the mental health needs of children and provides suggestions for provision
Children in Care Education Support Service (CICESS)	Supports Children in Care

### **What training have the staff supporting children with SEND had, or are currently having?**

All our teaching assistants have had training in delivering reading, spelling, phonics and multisensory programmes.

- Three members of staff have had Supporting Sensory Needs training.
- One member of staff has had Supporting ASD training.
- Three members of staff have had Supporting Physical Needs training (dyspraxia).
- Four members of staff are 'Team Teach' trained to safely support and isolate children demonstrating unsafe behaviour (these incidents are always recorded).
- All staff have had Emotional Coaching training.
- All staff have had Precision Teaching training.
- Two members of staff are Bereavement Champions.
- All staff have had dyslexia training and the school is working towards achieving the Dyslexia Friendly Schools Quality Mark.
- Two members of staff are trained to deliver THRIVE support for children with development disruptions.

### **Facilities for children with SEND**

Our Rainbow Room has recently been transformed into a sensory therapeutic space with a variety of equipment that provides all of our children with personalised sensory input—helping children calm and focus themselves so they can be better prepared for learning and interacting with others.

### **How will my child be included in activities outside the classroom including day and residential trips?**

We aim for all children to be included on school day trips and residential stays. We will provide the necessary adaptations after consulting you to ensure inclusion.

A risk assessment will be carried out prior to any off-site activity to ensure everyone's health & safety is not compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities, which will cover the same curriculum areas, will be provided in school.

### **How accessible is the school environment?**

- The main school is all on ground floor level and is wheelchair accessible.
- There is a disabled toilet which is large enough to accommodate changing and personal hygiene care.
- The school has an Access Plan outlining accessibility to disabled users.

### **How will the school prepare and support my child when joining the school or transferring to a new school?**

We encourage all new children to visit the school prior to starting with us. For children with SEND, we may facilitate a phased transition to help your child acclimatise to his/her new surroundings. We would also visit them in their current setting if appropriate. We write transition books with children to help explain and prepare them for any major transition.

When children are preparing to leave us for secondary school, we arrange visits for them and liaise closely with staff when receiving children from and transferring them to different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood.

If your child has an EHCP and is changing to a new school, we will arrange a transition and review meeting with the relevant staff from the receiving school.

### **How are parents involved in school life?**

We run short courses, taster sessions or give talks on specific curriculum areas, e.g. phonics. We also welcome parents to help in the school as volunteers, for example listening to readers. For children with SEND, parents are often invited to help support their child on a school trip. Parents are also regularly invited to class assemblies and concerts.

### **Who can I contact for further information or to discuss a concern?**

The first point of contact would be your child's class teacher to share your concerns. You could also arrange to meet with the SENDCo or Headteacher. Cornwall Parent Partnership is also an organisation that provides independent advice and support for families – Contact Kay Henry on 07973 763332 or 01736 751921.

### **Who should I contact if I am considering whether my child should join the school?**

Contact the school office to arrange a meeting and tour of the school. If your child has SEND, you could contact the Headteacher or SENDCo who will discuss how the school could meet your child's needs.

### **Cornwall's Local Offer**

Cornwall's Local Offer gives children and young people with SEND and their families information about what support services the local authority think will be available in their local area. Cornwall's Local Offer can be found on The Cornwall Family Information Services website:

[SEND Local Offer | Care and Support in Cornwall](#)

### **What should I do if I feel that the Local Offer is not being delivered or is not meeting my child's needs?**

Initial concerns should be raised with the Headteacher, Mrs Ingrid Bennett. Details of our full complaints procedures are available on the school website or through the school office.

**How is the Local Offer reviewed?**

The school senior leadership team will review the Local Offer annually to ensure the information provided is clear and up to date. The Local Offer will be reviewed in September 2024.