



Confidence Respect Enjoyment Wonder



Truro and Penwith
Academy Trust

Threemilestone School

Headteacher: Ms Suzannah Teagle

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Threemilestone School Special Educational Needs and Disability (SEND) Information Report. Updated 2018.

Summer Term 2018. The SEND Information Report will be updated annually or at a time where individual needs necessitate.

This SEND Information Report has been written by the SENDCo and SLT in consultation with the Head teacher and staff. This report is to be read in conjunction with our Equality Policy and Plan (which is inclusive of SEND) and the SEND School Offer.

<p>Name of SENDCo: Miss Dyer Dedicated Time Weekly: 3 Days – Monday, Tuesday, Wednesday Contact Phone Number: 01872 263322 Contact Email: jdyer@threemilestone.cornwall.sch.uk SEND Governor: Mrs Douce</p>	<p><u>Links</u> SEND School Offer SEND Policy: Equality Policy and Plan</p>
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Register of Need 2017/2018

During the 2017/2018 academic year, we had 40 children receiving SEN Support and 12 children with Education, Health and Care Plans or Statements of Educational Need.

How we evaluate the quality and impact of provision for pupils with SEND.

Threemilestone Primary School evaluates effectiveness of provision of pupils with SEND through:

- ✓ Detailed analysis of pupils progress through data
- ✓ Progress towards individual targets on SSP plans
- ✓ Annual review meetings of EHC Plans/Statement of Need
- ✓ Moderation of data on reading, writing and maths measured against local data within TPAT
- ✓ Monitoring of interventions through detailed provision mapping
- ✓ Monitoring of interventions through observation
- ✓ Consultation with external agency professionals

Support Staff Deployment:

Support staff are deployed in a number of roles:

- ✓ Specific targeted 1:1 support for children with high needs
- ✓ Intervention support for programmes/year groups identified as needing specific support
- ✓ Specialised support for Speech and Language
- ✓ Learning Mentor role
- ✓ Fun Fit provision
- ✓ General class-based Teaching Assistants

We monitor the quality and impact of this support by:

- ✓ TA Performance Management processes
- ✓ Observation of interventions, monitoring of frequency, duration, impact through data/progress (gathered through class intervention timetables and teacher assessments using Target Tracker).
- ✓ Teacher/SENDCo termly meetings to discuss needs, provision and impact of support
- ✓ Child's voice gathered

Distribution of Funds for SEN:

This year, the budget for SEN and Inclusion was allocated in the following ways:

- ✓ Support staff
- ✓ External Services (See School Offer)
- ✓ Teaching and Learning resources
- ✓ Staff training
- ✓ Resources specific to children's needs

Continuing Development of Staff Skills:

Area of Knowledge/Skill	Staff Member	Training Received
Diabetic Nurse	Teacher/TA	Insulin pump training
Epi-Pen Training	All YR Staff + SENDCo + First Aid Leader + Lead Lunchtime Supervisor	1 hour training from School Nursing Team
Occupational Therapy – Sensory Integration	All staff/TAs including specialist training for individual children	1.5 hour staff meeting plus 3 afternoons of individualised training.
Trauma Informed Schools	4 members of staff – to feedback to all teachers	Course running for full year
AAC	Teacher/TA	AAC training on use of iPad for communication

We monitor the impact of this training through observations, tracking pupil development through use of pupil progress meetings, SSP reviews with teachers, discussion with TAs about their ongoing needs.

Partnerships with other schools and how we manage transitions:

We work with a number of schools in TPAT, and within a cluster of schools in TPAT, in the following ways:

- ✓ Shared knowledge and consultation of SEND processes
- ✓ Professional support and consultation
- ✓ Shared formats of documents
- ✓ Moderation of progress, interventions, transition arrangements and best practice.

This year, our RON has increased in numbers from 27 to 40. This is partly due to cycles of Asses, Plan, Do, Review leading to an escalation in the level of support needed by some pupils, and partly due to children moving into our school with additional needs. Our numbers of children with an EHCP also increased significantly. We had no children transitioning out of Year 6 with an EHCP, and 3 join us in YR. In addition, we applied successfully for 1 and 1 other child joined us with a plan.

We ensure that the transition from Nursery/Pre-school to Reception is smooth by: offering parental meetings at school, offering 2 'stay&play' sessions for children in small groups, visiting as many children from local settings prior to them coming as possible, talking extensively with pre-school setting staff, involving the school SENDCo where possible, attending Early Support TAC meetings in the summer term prior to their joining Threemilestone School, engaging our staff in additional training for specific needs prior to the child starting.

We support the transition from each year group to the next by: carefully considering the transition between classes with 2-form entry, plan for whole school 'meet your new teacher' days, ensure planning time for teachers to share valuable information about the children, use of Target Tracker to aid shared knowledge of levels/strengths/next steps in learning, allowing children with individual needs to make extra visits to the new class teacher.

The transition from year 6 to secondary school is supported through: close liaison with the secondary teams, visit days specifically for children starting in September, additional visits through the year for sports/arts/celebration events, visits here from secondary staff, discussions about vulnerable children, additional visits and events for children with additional needs.

For children with SEN, we also: ensure all the appropriate staff (and paperwork) is carefully transitioned, close liaison with parents including discussions about new classes/teachers, shared Individual Education Plans (IEPs) with targets set in the Summer Term ready for Autumn Term start, inclusion of new staff at Early Support TAC meetings, staff and SENDCo liaison. Children also make additional informal visits to their new class regularly, and a photo book is prepared for children to take home over the summer holidays.

Parents are included in this process through: consultations with class teachers about SSP targets and achievements, liaison with the SENDCo where appropriate, letters home, invitation to meetings, Early Support TAC meetings, invitation to meet specific 1:1 staff working with their children.

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.

Our complaints procedure:

Anyone wishing to make a complaint with regard to SEN support and provision should follow the details laid out in our official complaints procedures. This can be found at www.threemilestone.cornwall.sch.uk/our-school/policies

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 Ms Suzannah Teagle, Head Teacher.

The Designated Children in Care person in our school is Ms Suzannah Teagle, Head Teacher.

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

Our Accessibility Plan is published as part of our Equality Policy and Plan.

The School Development plan can be found on our website at www.threemilestone.cornwall.sch.uk/curriculum/school-improvement-dev-plan

Our SEN Policy and School Offer (our contribution to the Local Offer) can be accessed via the links on our website at www.threemilestone.cornwall.sch.uk/curriculum/special-educational-needs-disability

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.

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.

The Governing Body will review this SEN Information Report annually at the Governors Meeting – Summer Term 2017.

Safeguarding

Threemilestone Primary School is committed to safeguarding and promoting the welfare of all children.
We expect all our team members to share this commitment.