

Special Educational Needs at Flushing C of E Primary School



At Flushing C of E Primary School, our aim is for every child in our care to have access to a broad and balanced curriculum which will enable them to achieve their full potential and to 'Make Every Moment Count. '

We will use our best endeavours to ensure all children can access this curriculum in line with The Special Educational Needs and Disability Code of Practice 2015.

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Link Governor: Mrs. Helen Dodds

At Flushing C of E Primary School, we aim for each child to realise their full potential in a caring, supportive environment, which provides equal opportunities for all. All children have individual needs, many of which can be met within the typical environment of the classroom through a differentiated curriculum.

Every teacher, at Flushing C of E Primary School, is a teacher of every child, including those with Special Educational Needs and Disability.

Aims and Objectives

At Flushing C of E Primary School, our aim is for every child in our care to have access to a broad and balanced curriculum which will enable them to achieve their full potential and to 'Be the Best That We Can Be'. We will use our best endeavours to ensure all children can access this curriculum in line with The Special Educational Needs and Disability Code of Practice 2015.

1. Seek to identify the needs of pupils with SEND as early as possible
2. Monitor the progress of all pupils on a regular basis at pupil progress meetings.
3. Make appropriate provision to overcome all barriers to learning and ensure all pupils have full access to the curriculum
4. Work with parents
5. Work with and in support of outside agencies
6. Create a school environment where pupils are encouraged to contribute to their own learning
7. Provide support and advice for all staff on working with pupils with special educational needs and training where appropriate

Identifying Children's Needs

At different times in their school life, a child may present with a special educational need.

Definitions of special educational needs and disability (SEND) taken from section 20 of the Children and Families Act 2015.

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) Have a significantly greater difficulty in learning than the majority of others of the same age, or
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.





At Flushing C of E Primary School we identify the needs of each individual child by considering the child as a whole and applying a graduated response using termly cycles of Assess, Plan, Do, Review.



1. **Quality first teaching** - that meets the needs of all learners including those with SEND and other external factors such as parents in the armed forces, pupil premium, disabilities and being in care.
 - All pupil progress is monitored through tracking and pupil progress meetings.
 - Any pupils who are falling significantly outside of the range of expected academic achievement will be monitored.
 - If a pupil has been identified as needing extra support they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
 - The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
 - Children who require extra support may receive intervention on an individual or group basis with a teaching assistant (See below).
 - The SENDCO will be consulted, as needed, for support and advice and may wish to observe the pupil in class.
 - The child is recorded by the school as being targeted for extra support due to concern by parent or teacher but this does not automatically place the child on the school's SEND register. Any concerns will be discussed with parents informally or during parent's evenings.
 - Parent's evenings are used to monitor and assess the progress being made by children.
2. **SEND Support** is given to children as additional to or different from the quality first teaching. We may also request advice and support from an external agency. This could be our Educational Psychologist or a range of other providers (see Local Offer). Children who receive this additional support to meet their needs are recorded on the School's SEND register.
 - Referral to an outside agency will be done in partnership with the parents, this may be for a short, focussed period of time or for a longer period if necessary.
 - Pupils are monitored using the Assess, Plan, Do, Review cycle as part of the graduated response recommended by the Code of Practice 2015. Parents and children are included in this process and are invited to take part on a termly basis
3. If a child has lifelong or significant difficulties then they may be referred for Statutory Assessment for an Education, Health and Care Plan. This can be requested by the school or by the parents but will only occur when the complexity of the child's needs means that they cannot be met from SEN Support. We also recognise that some children who have SEND may also have pre-existing medical conditions. For more information on how we work with such children please see our Medical Conditions Policy which can be requested from or viewed at the school.



Training/CPD 2022/23

- School SENCO has completed NASENCO qualification in 2023
- INSET Training for teachers around *Adaptive Teaching Practices*
- Whole Staff training on Autism Awareness
- INSET Training around *Effective Questioning*
- Funfit Training for 1 TA
- Team Teach Training for 2 TAs
- INSET Training on *Emotion Coaching and use of PACE*

Funding

All pupils with SEND have access to Element 1 and 2 of a school's budget which can be up to £6,000. Some pupils with SEND may access additional funding. The SENDCO will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding. It would then be the responsibility of the SENDCO, senior leadership team and governors to agree how the allocation of resources is used.

Our School Profile

In 2022/23 our SEND profile shows that we have 19.5% of children as identified as having SEND. This includes children on SEN Support and EHC plan.

The size of the cohort prevents us from sharing more detailed statistics without making individual children identifiable.

Within the 19.5%:

31% are identified as having a Moderate Learning Difficulty

18% are identified as having SEND linked to Speech Language, Hearing/Vision or Communication need

6% are identified as having SEND linked to Social, Emotional and Mental Health

25% are identified as having an Autistic Spectrum Disorder

12.5% are identified as having a Physical Disability

5 Ways to Wellbeing

Research shows there are five simple things you can do as part of your daily life – at work and at home – to build resilience, boost your wellbeing and lower your risk of developing mental health problems. These simple actions are known internationally as the Five Ways to Wellbeing.



The Five Ways to Wellbeing are – Connect, Be Active, Keep Learning, Give, and Take Notice.

Mental Health and Wellbeing

- Our MHWB Lead is Miss Leanne Simmonds
- Following the Year 2023/24 we intend to recruit a TIS practitioner to support her work.

For more general information on MHWB in schools see:

<https://teaching.blog.gov.uk/2022/10/10/supporting-mental-health-and-wellbeing-in-schools/>

Have Your Say

At Flushing C of E Primary School we are proud of our strong community links. This report details our annual offer to all learners, including those with SEND. To be effective we need your views and rely on parents/carers, governors, staff and learners to engage fully in our 'assess, plan, do, review' provision.

If you have any comments or concerns, please contact Mrs French or Mrs Tucker in the first instance on secretary@flushing.cornwall.sch.uk

Cornwall Council's local offer can be found at:

<https://www.supportincornwall.org.uk/kb5/cornwall/directory/localoffer.page?newlocalofferchannel=0>

This will signpost you to support available for children with SEND and families in Cornwall.

Impartial, free and specialist SEN advice can also be obtained from SENDIASS:

<https://cornwallsendiass.org.uk/>

Telephone (01326) 331633

