



St Stephens Community Academy

SEN Information Report

2015 -2016

The An Daras Multi Academy Trust (ADMAT) Company
An Exempt Charity Limited by Guarantee
Company Number/08156955

Status: Approved	
Recommended	
Statutory	Yes
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Advisory Committee	Local Governing Advisory Body
Linked Documents and Policies	SEN Policy Local Offer



SEN Information Report 2015-2016

Name of SENCo: Mrs D Bartlett
Contact email: db@andaras.org

Dedicated time weekly: 2 days per week
Contact Phone Number: 01566 772170

Name of SEN Governor: Peter Jones

School Offer link: <http://www.ststephenscornwall.co.uk/web/send>
<https://search3.openobjects.com/mediamanager/cornwall/fsd/lofiles/st-stephens-community-academy-send-offer-2014.pdf>

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 pupils that require support to catch up by iTrack and termly pupil progress meetings
- ✓ Identification of pupils requiring SEN Support and initiation of 'assess, plan, do, review' cycle.
- ✓ Consideration of application for Education, Health and Care Plan.
- ✓ All pupils 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 – use of referral form after trying different strategies in class through differentiation and interventions (quality first teaching)
- ✓ Ongoing curriculum assessments
- ✓ Tracking progress using data
- ✓ Use of assessment information/progress rates etc. pre- and post- interventions
- ✓ Use of attainment and progress data for children with SEN across the school part of whole school tracking of children's progress in terms of levels of attainment – half-termly
- ✓ Use of pupil/parents interviews/questionnaires
- ✓ Monitoring by SENCo
- ✓ Pupil progress meetings
- ✓ Further assessments by specialists, including those from external agencies: speech & language therapist, Educational Psychologist, Physical Disabilities Advisor, CAMHS, Autism Team, Occupational Therapist, Physiotherapist, Sensory Impairment Advisors, The Equality and Diversity Service (EAL support)

We take a holistic approach by all aspects of a pupil's development and well-being. Our pastoral support arrangements for supporting the emotional and social development of all pupil's, including those with SEN, is set out in our School Offer. Our measures to prevent bullying can be seen in our Anti-bullying policy.

How we listen to the views of children and their parents:

<u>What</u>	<u>Who</u>	<u>When</u>
Informal Discussions	Teachers / SENCo - regular informal professional dialogue School hosts regular meetings for parents to meet the Head of School & governors School hosts regular curricular events Children offer views for 'Learning Passports' & targets discussed informally weekly. Learning Passport reviewed half-termly with pupil / parents Open door policy Parent Support Advisor availability	As required Monthly As needed Updated Learning Passport Termly Pupils targets discussed weekly Half-termly As required As required
The School Council involves students to contribute and decide on aspects of school life	Pupils from all year groups and a representative to work with the ARB	Alternate weeks
Parent workshops and training	Patchwork Parenting programme	Programme ran two 6 - week programmes in the Autumn and Summer term
Representation on Governing Body	Parental Representation on Governing Body	Regular meetings
Parents' Evenings	Individual class teachers SENCo availability Parent Support Advisor	Termly Termly for parents evenings as required As required or attending drop-in events
PTFA	The PTFA meets to arrange social events and fund raising activities. Information is made available on the website & newsletters	Regular meetings are held throughout the year
Home-School Book for information exchanges and key messages	All ARB pupils, All pupils with an EHCP / Statement Discussed at meetings & agreed Requested by parents	Daily
Assess, Plan, Do, Review meetings	SENCo, Class Teacher, Key Stage Leaders, Key worker (if appropriate) Teacher / SENCo & parents meeting to update 'Learning Passports' Parent 'Catch up' SENCo – parents SENCo 'Catch up' informally with pupils	Half-termly Half-termly Termly Termly

The Assess, Plan, Do, Review Cycle:

For pupils on our Record of Need, an Assess, Plan, Do, Review cycle will be established by the SENCo in partnership with the pupil, 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** – Details of Provision:
 - Specialist speech therapists for pupils with complex needs and community speech therapist;
 - Social stories as needed;
 - Class / individual timetables;
 - Now / Next board;
 - Talking Tins;
 - Communication boards – teacher / TA scribes' step by step instructions;
 - Communication Passports;
 - Makaton signing;
 - Symbols / photos;
 - Precision Teach;
 - Pre-teaching key topic vocabulary;
 - Cued-listening;
 - Use of key information – smaller number of information carrying vocabulary;
 - Rules and routines displayed;
 - Processing time given;
 - Scaffolded support re questioning from teacher by TA;
 - Study buddy;
- ✓ **Communication and Interaction - ARB:**
 - Total communication approach;
 - Specialist speech therapists for pupils with complex needs;
 - Social stories as needed;
 - Specialist communication support access;
 - Individual timetables / Class timetable;
 - Now / Next board;
 - Talking Tins;
 - Communication Passports;
 - PEC's;
 - Communication sequencing strips e.g. dressing, toileting;
 - Makaton signing;
 - 'Make a Deal' board with symbols;
 - BigMac's and voice activated devices;
 - Talking boards / photo albums;
 - Access to specialist advice from AAC teacher / technical support;
 - iPad communication aid with proloquo2go (AAC device);
 - Schedule of activities to select from e.g. continuous provision;
 - Makaton signage;
- ✓ **Cognition and Learning** – Details of Provision:
 - Pre-teaching for new concepts, support learning;
 - Pupil response to marking;
 - Dyslexia screening;
 - Access to coloured exercise books / overlays / coloured whiteboards for dyslexic pupils;

- Dyslexia chest in classrooms, provision for coloured paper;
- Phonics interventions;
- 'Wild Tribe' provision;
- Access to TEACCH bays / work stations to aid concentration, reduce distraction from peers;
- Gifted & Talented enrichments;
- Precision Teach;
- Multi-sensory curriculum;
- Numicon intervention group;
- Project X intervention group KS1 & 2;
- Educational Psychologist support as needed;
- Times table's intervention groups;
- Intervention tutors KS 1 & 2;
- Pupil response to marking;
- Now / Next boards to motivate engagement;
- Access to raised bed gardening area;
- Life-skills curriculum;
- Educational Psychologist support / advice as needed;
- Intervention tutors;
- Life skills programme;

✓ **Cognition and Learning - ARB:**

- Individual learning plans for Literacy and numeracy tasks;
- Now / Next boards to motivate engagement;
- 'I am working towards' board;
- Access to mainstream phonics interventions;
- Access to mainstream learning opportunities as required;
- Additional Numicon support;
- Multi-sensory curriculum;
- iPad access (x 2) with appropriate APP's for their developmental functioning;
- Forest School timetabled on a weekly basis to enhance outdoor learning opportunities;
- Access to raised bed gardening area;
- Life-skills curriculum;
- Educational Psychologist support / advice as needed;
- Continuous provision;
- Zoned areas in the classroom to enhance compliance and reduce distraction;
- Use of the sensory room to reduce anxiety & as an individual work area;

✓ **Social, Emotional and Mental Health – Details of Provision:**

- Regular pastoral meetings and pastoral support for identified vulnerable pupils;
- Additional TA in class to support pupils with emotional needs;
- Additional adult to support pupil in order to access residential / enrichment out of school experiences;
- Social skills group;
- Team Teach support as needed;
- Access to lunchtime club;
- Breakfast club to support a calm transition into class;
- Support packages for residential preparation e.g. social stories, discussing menu, bedrooms etc;

- Individual risk assessments / behaviour plans;
- Positive Support Plans (PSP);
- Outdoor learning days / enrichments / Academy events;
- Behaviour plans to support emotional stability in the classroom e.g. use of 'orange card';
- Feelings thermometer, feelings fans;
- Class visual timetable / individual timetables;
- Now / Next board;
- Sticker / behaviour charts;
- Time-out spaces e.g. pop-up tent;
- Use of Leuven Scales- Wellbeing & involvement;
- Sensory diet to aid calm transitions throughout the difficult times in the day;
- Access to the sensory room to aid relaxation as needed;
- TacPac as needed;
- Spot timers to support transitions;
- Prevent training;
- Support / advice from Autism Team;
- Referral / access to Dreadnoughts;
- Referrals to MARU, CAMHS, Early Support, TAC, Child in Need as needed;
- Reward system linked to behaviour policy;

✓ **Social, Emotional and Mental Health - ARB:**

- High teacher: pupil ratio;
- Use of Leuven Scales- Wellbeing & involvement;
- Autism Team support;
- Regular Early Support / TAC / Child in Need / CP support;
- Sensory diet to aid calm transitions throughout the difficult times in the day;
- TacPac as needed;
- Spot timers to support transitions;
- Access to the sensory room to aid relaxation as needed;
- Individual risk assessments / behaviour plans;
- Positive Support Plans (PSP);
- Outdoor learning days / enrichments / Academy events;
- Behaviour plans to support emotional stability in the classroom e.g. traffic lights;
- Feelings fans, dice and stories;
- Class visual timetable / individual timetables;
- Now / Next board;
- Sticker / behaviour charts;
- Time-out spaces e.g. pop-up tent;
- Team Teach support as needed;
- Reward system linked to behaviour policy;

✓ **Sensory and/or Physical Needs – Details of Provision:**

- Sensory diets to support pupils with needs identified by the OT to meet their sensory needs;
- Physio programme for pupil following surgery;
- Access to left-handed writing implements / scissors;
- Access to TEACCH bays;
- Adapted work station to position computer for partially sighted pupil;

- Ipad provided for individual pupil with Cerebral Palsy to support fine-motor disability;
- Fine motor skills programme;
- Use of sloping board;
- Access to lower-case giant keyboard;
- Access to sensory equipment & massage for calming;
- Assessment and advice from physical disabilities advisor;
- OT assessments: physical, sensory, equipment referral;
- Nosing of steps with yellow paint for partially sighted pupil;
- Use of walky-talkies to ensure safety on the playground / school grounds;
- Timetabled access to the sensory room;
- Intimate care plans / toileting plans;
- Training / support for stoma care from specialist nursing team;
- Access to ARB changing bed;
- Planning of classroom environment to accommodate wheelchair user following surgery;
- Range of balls of different sizes / textures;
- Regular messy play opportunities;
- Adapted handles to writing implements e.g. pencils, paint dabbers, paintbrushes;
- Non-slip mats to keep paper and equipment in place on the table;
- Disabled toilets in the mainstream Key Stage areas;
- Individual care plans linked to medical needs;
- Display area in staffroom to indicate individual medical needs;
- Fencing of school grounds to prevent vulnerable pupils leaving the site;

✓ **Sensory and/or Physical Needs - ARB:**

- Raised height / additional fencing to ensure safety of pupils who are prone to run;
- Use of walky-talkies to ensure safety on the playground / school grounds;
- Access to the ball pool for calming / relaxation;
- Adapted bikes;
- Range of balls of different sizes / textures;
- Regular messy play opportunities;
- Adapted handles to writing implements e.g. pencils, paint dabbers, paintbrushes;
- Non-slip mats to keep paper and equipment in place on the table;
- Adapted cutlery and plates with a guard;
- Giant-key lower-case keyboards;
- Spring-loaded / double handed scissors;
- Daily access to TacPac;
- Sensory room provision;
- Access to the sensory room for individual support programmes;
- Daily physiotherapy programme;
- Following advice from visual impairment team & Occupational Therapist;
- Use of standing frame & specialist seating provided by the OT / physiotherapist;
- Disabled toilet, changing bed and facilities to support incontinent pupils;
- Individual reports for pupil safety and well-being: Intimate Care Plans, PEEP (Pupil Emergency Evacuation Plan), Positive Support Plan, Risk Assessments;
- Annual Manual Handling training & individual pupil risk assessments;
- Makaton signage;

During the 2015/2016 academic year, we had 35 (Autumn '15), 50 (Spring '16) and 46 (Summer '16) pupils receiving SEN Support and 14 (5 mainstream, 9 ARB) pupils with Education, Health and Care Plans or Statements of Educational Need.

We monitor and measure the quality and impact of this provision by:

- Learning walks;
- Termly pupil progress meetings;
- iTrack data scrutiny;
- Book scrutiny;
- Termly Key Stage moderation meetings;
- ADMAT moderation meetings by year group & P Scale moderation meetings;
- Intervention matrix and evaluation;
- Termly planning scrutiny;
- Termly lesson observations;
- Observations of TA's working with pupils;
- Pupil conferencing;
- Support from the school improvement officer;
- TA / Teacher appraisals;
- An Annual Review is held for children with Statements of Special Educational Needs or EHC Plans;
- Interim reviews can also be arranged throughout the year if deemed necessary
- We implement individual education plans ('Learning Passports') with s.m.a.r.t. targets

Support Staff Deployment:

Support staff are deployed in a number of roles:

- ✓ Intervention support;
- ✓ Speech & language support – following individual Care Plans from Speech & Language Therapists;
- ✓ Meeting medical needs for individual pupil: stoma bag care;
- ✓ Pastoral support;
- ✓ Assigned to an individual pupil / small group to encourage independence;
- ✓ Lead First aid: monitoring resources, updating Care Plans, Asthma register;
- ✓ Librarian;
- ✓ Breakfast club leader;
- ✓ Family Support Advisor;
- ✓ Learning in the classroom;
- ✓ Additional support to allow pupils to attend extra-curricular clubs;
- ✓ HLTA's;
- ✓ General TA's;
- ✓ Support for enrichments / after-school clubs;
- ✓ Support for residential;
- ✓ Mini-bus drivers;
- ✓ Making resources e.g. symbols for Now/ Next board, visuals, social stories;
- ✓ Communication home/ school;
- ✓ HLTA assigned to ICT teaching & Learning

We monitor the quality and impact of this support by:

- Observations;
- TA appraisals – mid-year review;

- Training matrix and impact evaluations;
- Interviews with SLT members;
- Daily feedback to class teacher / Key Stage Lead / SENCo;
- Training monitoring;
- Yearly questionnaires;
- Verbal termly feedback;
- Head teacher open door policy for support / discussion as needed

Distribution of Funds for SEN:

The school budget includes money for supporting children with SEND. The Chief Executive Officer and Head of School decide on the budget for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school.

The Head of School and the SENCO discuss all the information they have about SEND in the school, including:

- The children getting extra support already
- The children needing extra support
- The children who have been identified as not making as much progress as would be expected
- Deciding what resources, training and support is needed.

All resources, training and support are reviewed regularly and changes made as needed.

This was allocated in the following ways:

- ✓ SENCo
- ✓ Pastoral Team
- ✓ Parent Support Advisor
- ✓ Staffing e.g. TA's
- ✓ External Services (See School Offer)
- ✓ Teaching and Learning resources
- ✓ Staff training

Continuing Development of Staff Skills:

- ✓ Our SENCo is currently undertaking the national SENCo accreditation in order to obtain fully qualified and accredited status in this area (due by October 2016). The SENCO's role is to support the class teacher in planning for children with SEND.
- ✓ Within the school we have a culture of sharing good practise and expertise; this enables us to ensure our staff have as much knowledge as possible within the field of supporting children with SEND
- ✓ SEND training forms part of the continuing professional development of all teachers and TAs and is organised in accordance with the needs of the students.
- ✓ The school works closely with other local schools, sharing training opportunities including INSET days and outside experts.
- ✓ The SENCO meets with the SLT regularly to review and plan the training, guidance and advice that staff across the school need to ensure they meet the additional learning requirements of our pupils.
- ✓ The environment is designed to support children with individual needs e.g. visual timetables, individual workstations etc as required
- ✓ As a school we work closely with any external agencies that we feel are relevant to supporting individual children's' needs within our school including: SEBSS (Social, Emotional & Behaviour Support Service), Health services including: GPs, school nurse, CAMHS (Child and Adolescent Mental Health Service), clinical psychologist,

paediatricians, speech and language therapists, occupational and physiotherapists; Children's Services including: Early Help locality teams, social workers; educational psychologists and specialist advisory teachers.

- ✓ We look to ensure that we have a variety of skills among our staff body, in order to enable us to support pupils in the best possible way.
- ✓ The school operates an internal training programme for support staff, facilitated by the Head of School and SENCo. Whole group sessions or bespoke support based upon the needs of both pupils and staff, are timetabled on a regular basis.
- ✓ Whole school training this year has included the review of the Code of Practice, Case Studies, Learning Passports, Risk Assessments for individual pupils and medical needs of individual pupils
- ✓ The Academy has a school development plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school
- ✓ We have whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with an SEND.
- ✓ Individual teachers and support staff also attend training courses run by outside agencies that are relevant to the needs of specific children in their class.
- ✓ All staff have clear job descriptions which detail the required qualifications for each post in school.
- ✓ Training is specifically related to the needs of children in our school and also as required by statutory guidance with staff gaining a range of certificates to mark their commitment to courses
- ✓ Ongoing professional development is key to ensuring staff of all categories remain updated and skilled.

Partnerships with other schools and how we manage transitions:

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

- ✓ SENCo ADMAT meetings - termly
- ✓ ADMAT P Scale moderation meetings - termly
- ✓ ADMAT Moderation individual year groups – termly
- ✓ Launceston College Year 6 transition planning meetings, additional transitions for vulnerable / SEN pupils as needed
- ✓ Transitions for ARB to secondary through planning sessions with receiving school and parents to ensure a smooth transition
- ✓ A visit to CDC's / Pre-schools for ARB pupils to gather information prior to transition visits.
- ✓ Social stories to support transition for vulnerable pupils into the ARB
- ✓ Social stories for new Foundation pupils
- ✓ Learning together sessions for new Foundation intake
- ✓ New Foundation parents sessions to relate information – parent pack
- ✓ Parent Support Advisor – support with transition as needed

This year, 3 pupils requiring SEN Support came to us from our partner schools, with no pupils with Education, Health and Care Plans or Statements of Special Educational Need. 12 pupils on our Record of Need in 2014/15 made a successful move off the Record of Need. Two referrals have been made for an EHCP in 2015/16.

We ensure that the transition from Nursery to Reception is smooth by:

- ✓ Adding an 'About my school' leaflet in the paperwork for parents when they are allocated a place in school. This is made up of photos and text which introduces the children to the school, classroom, teachers and TA's.
- ✓ Arranging to see each child at their pre-school, meeting their key workers and the child in a familiar environment.
- ✓ Home visits are carried out with 2 members of staff. One who chats to the child the second who talks to the parents about transition answering questions and getting to know the family.
- ✓ Parents / carers are invited to meet the teacher and have a tour of the school. They are informed about the curriculum and school expectations. This meeting is attended by the PTFA, SENCo, Family Support Advisor and Safeguarding officer as well as the Head of School and EYFS teachers.
- ✓ Children are inducted into school over a week with part week sessions so there are less children and the adults in the classroom can get to know children.

We support the transition from Reception to Year 1 by:

- ✓ Having a move up day.
- ✓ Flexibly working with the year 1 teacher so the children are familiar with them.
- ✓ Working in the year 1 class in the summer term for afternoon transition times so the room and toilets are familiar.

For pupils with SEN, we also:

- ✓ Have a visual timetable in class F that supports them in the day.
- ✓ Have time out spaces they can move to if they need some quiet / calm down support or space
- ✓ Individualised curriculum using child led learning.
- ✓ Where appropriate a home-school communication book is used to communicate with parents.
- ✓ SEN pupils also have a learning passport which is developed through discussion with the parents / pupil (where appropriate) and teacher, and then shared with all staff working within the classroom e.g. PPA cover, supply teachers etc.

Parents are included in this process through:

- ✓ Initially through home visits.
- ✓ A parent meeting before the child starts school.
- ✓ Parents encouraged settling children into the classroom e.g. supporting them finding their peg, book bags, routines etc. They also have the flexibility of entering the classroom via an exterior door to speak to the class teacher in the autumn term. This supports transition and helps aid communication between parents and children.
- ✓ Parents can also contribute to the learning journal.
- ✓ Parents are also invited into school termly for a parent's consultation where learning journals and targets are shared.

We help children to make the move from year 2 to 3 by:

- ✓ Transition days
- ✓ Teacher to teacher discussion / moderating work
- ✓ Parent's meeting the teacher
- ✓ Named coat pegs ready for the Sept term
- ✓ Website support e.g. Year group expectations, Overviews of the terms teaching and learning

- ✓ Information will be passed on to the new class teacher IN ADVANCE and in most cases, a planning meeting will take place with the new teacher.
- ✓ All Provision and Learning Maps will be shared with the new teacher.
- ✓ Depending on the needs of the child a visit to their new classroom can be provided to help them in their understanding of moving to a new class.
- ✓ Social Stories can be made containing photographs of the child's new teachers, classroom, etc for your child to take home with them over the summer holidays so that they can become familiar with everything whilst they are not in school.

The transition from year 6 to secondary school is supported through:

- ✓ We fully support parents and carers in making decisions about the secondary school they choose for their children and work with them to ensure the smooth transition from KS2 to KS3 is smooth.
- ✓ Pupils will have opportunities to learn about aspects of transition to support their understanding of the changes ahead.
- ✓ Where necessary, a pupil will have the opportunity to visit their new school on several occasions and in some cases staff from the new school will visit your child in school
- ✓ Teacher & SENCo meeting Key Stage 3 tutor, SENCo, Pupil support to discuss vulnerable pupils
- ✓ Sharing of school data
- ✓ SENCo pass up meeting re pupils with EHCP / Statement of SEN, pupils on SEN Support
- ✓ Pupil transition days
- ✓ Parent / pupil meetings at the receiving secondary school

For pupils with SEN, we also:

- ✓ Additional transition days as needed
- ✓ Parent Support Advisor – support with transition as needed
- ✓ Support through social stories
- ✓ Supported transition with advisors e.g. Visual Support advisory teacher, Teacher of the deaf
- ✓ Planning meeting with ARB teacher at secondary school & SENCo
- ✓ Secondary ARB teacher visiting the ARB at St Stephens
- ✓ Weekly transition visits for ARB pupil with TA support to become familiar with the school environment and key adults to support in September
- ✓ Weekly visit with Visual Support advisory teacher & mainstream pupil with visual impairment
- ✓ Additional staff training for receiving ARB staff i.e. visual impairment by advisor
- ✓ Shared TAC / Early support with secondary staff to ensure relevant information is passed on

For pupils moving to another school, we also:

- ✓ Contact the school SENCO and ensure that they know about any special arrangements or support needed
- ✓ Make sure that all records about a pupil are passed on as soon as possible.
- ✓ Support through social stories

For pupils into St Stephens Community Academy during the academic year we also:

- ✓ Support through social stories
- ✓ Meet with the pupil and parents to discuss their needs and decide how to best transition into our school.

- ✓ Liaise with previous school SENCO to discuss the provision and obtain records from external agencies.
- ✓ Where necessary, organise a TAC meeting six weeks after starting to discuss the transition and ongoing support.

Parents are included in this process through:

- ✓ Support from the Parent Support Advisor – as needed
- ✓ School uniforms provided / donated by the Food Bank through the Parent Support Advisor, for families in financial need
- ✓ Joint Early Support / TAC meetings for parents to meet receiving school staff
- ✓ Sharing their concerns in a meeting to ensure a smooth transition
- ✓ Reading / discussing content of paperwork for parents with poor literacy skills
- ✓ Liaising with the Local Authority re transport needs for September due to a change of setting.
- ✓ Input into Transfer Review / EHCP planning in preparation for move to secondary school – parents sharing their views and concerns
- ✓ Liaising with parents / secondary school re summer school provision and support for vulnerable pupils
- ✓ Making a 2nd copy of a social story for parents to share with pupil over the transition period and holidays

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. This can be found on the school website: <http://www.ststephenscornwall.co.uk/web/send>

Our complaints procedure:

Anyone wishing to make a complaint with regard to SEN support and provision should in the first instance speak to the SENCo or class teacher and if the concern is not resolved to make an appointment with the Head of School: Miss Taylor. The complaints procedure is also available on the school website.

This year we received no complaints with regard to SEN support and provision.

Other relevant information and documents:

The Designated Safeguarding Lead in our school is Mrs C Paul

The Designated Children in Care person in our school is Mrs C Paul

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

Our Accessibility Plan can be found on our website

<http://www.ststephenscornwall.co.uk/web/send>

The School Development plan can be found on our website

<http://www.ststephenscornwall.co.uk/web/send>

Our SEN Policy and School Offer (our contribution to the Local Offer) can be accessed via the links on our 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:

<http://www.ststephenscornwall.co.uk/web/send>

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 has approved this SEN Information Report