



Name of SENCo: Miss Charlotte Jane

Dedicated time: 2.5 day per week

Contact email: sendco.constantine@kernowlearning.co.uk

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Name of SEN Governors: Karen Bond

School Offer link: see website.

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 children/young people that require support to catch up by half termly whole school assessment and teacher observation.
- ✓ Identification of children/young people requiring SEN Support and initiation of “assess, plan, do, review” cycle.
- ✓ Consideration of application for Education, Health and Care Plan.
- ✓ All children/young people 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:

- ✓ All Class teachers have access to a criteria list which they consider prior to referring to SENCo.
- ✓ Internal referral form to SENCo
- ✓ Ongoing curriculum assessments
- ✓ Tracking progress using data
- ✓ Further assessments by specialists, including those from external agencies

We take a holistic approach to all aspects of a child’s development and well-being. Our pastoral support arrangements for supporting the emotional and social development of all children/young people, 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/young people and their parents:

What	Who	When
Informal Discussions	All pupils	Daily
Parents' Evenings/Reports	All pupils	Termly
Home-School Book/Dojo/Email	Individual children	As required
Assess, Plan, Do, Review meetings	Pupils on school Record of Need	Termly
Team Around the Child/Family Meetings	Individual pupils	At least Half Termly
Questionnaires	All pupils and parents	Annually
Parent / Headteacher Meetings		On Request
SENCo/Parent Meetings	All parents	On Request/Termly
Chat and Coffee Morning	Parents of pupils with additional needs	Termly

The Assess, Plan, Do, Review Cycle:

For children/young people on our Record of Need, an Assess, Plan, Do, Review cycle will be established by the SENCo and Classteachers in partnership with the child/young person and their parents. 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 :
 - Speech and Language 1:1 and/or small Group Intervention
 - Targeted additional adult support
 - Individual work stations/quiet spaces
 - Visual support
 - Language Link support

- ✓ Cognition and Learning :
 - Focus group Interventions in all areas of English and Maths
 - Targeted Additional Adult Support
 - Small group teaching and support in lessons
 - Pre-Learning
 - RWI phonics
 - Phonics Intervention
 - Working Memory Intervention
 - Additional thinking time
 - Dyslexia -friendly classroom practice



- Readers
- Scribes
- KS2 SATs Access Arrangements

✓ Social, Emotional and Mental Health :

- Well-being check in
- Well-being support
- Social/Emotional Skills individual sessions
- Anxiety Management resources and strategies for individuals
- Playtime and Learning Buddies

✓ Sensory and/or Physical Needs:

- Individual chromebooks
- Fine Motor Control intervention
- Specialised equipment
- Personalised Sensory Diet, sensory breaks
- Sensory room
- Sensory aids eg chews, fidgets,
- Fun Fit
- Yoga

During the 2022/23 academic year, we had 33 Children/young people receiving SEN Support and 7 children with an Education, Health and Care Plan. Two applications for EHCPs were made and are progressing to Part 2- professional visit.

We monitored the quality of this provision by Lesson Observations; Book & Planning Scrutiny; Pupil Conferencing; Learning Walks and using an assess, plan, review process.

We measured the impact of this provision through teacher assessment as well as quantitative and qualitative assessments.

Support Staff Deployment:

Support staff are deployed in a number of roles:

- ✓ Support in classroom
- ✓ 1:1 Provision
- ✓ Small group interventions
- ✓ Playground and lunchtime support for individual pupils
- ✓ After-school clubs
- ✓ PPA cover (HLTAs)
- ✓ First aid

We monitored the quality and impact of this support by Observations, Book Scrutiny, governor/challenge partner visits and Learning Walks.



Distribution of Funds for SEN:

This was allocated in the following ways:

- ✓ Deployment of classroom and 1:1 support staff
- ✓ External Services (See School Offer)
- ✓ Teaching and Learning resources
- ✓ Staff training
- ✓ SENDCo provision

Continuing Development of Staff Skills:

<u>Area of Knowledge/Skill</u>	<u>Staff Member</u>	<u>Training Received</u>
De-escalation techniques and supporting emotional difficulties	Class Teachers TAs	SENDCo
Setting appropriate outcomes on Learning Support Plans (Assess, Plan, Do, Review)	All teachers	SENDCo
Choice of language when supporting pupils – ‘unconditional positive regard’	Class Teachers TAs	SENDCo
Adaptive teaching	Class Teachers TAs	SENDCo

We monitor the impact of this training by learning walks; book scrutiny; staff questionnaires

Partnerships with other schools and how we manage transitions:

We work with schools within Kernow Learning and those within the local area in the following ways:

- ✓ Transition to Senior Schools
- ✓ Transition into Reception Class from Constantine Pre-School and other Independent Nurseries
- ✓ Transition into Constantine School from other mainstream schools
- ✓ Transitions to other settings
- ✓ Transitions from class to class at CPS



Constantine Primary School

This year, 3 children requiring SEN Support joined us in the EYFS Classroom.

Transition between classes was supported with transition booklets, transition days in school and additional transition time with classteachers including meetings between teachers and SENDCo.

Our SENDCo supported the EYFS transition days and met with parents of children with identified needs to ensure smooth transfer of information and transition from their previous Early Years setting. Our SENDCo met with the Pre-school teams and joined the class teacher on visits to discuss strategies and support for children with identified needs.

Transition to secondary schools: pupils with SEND were invited to make additional visits to their allocated schools. Our SENDCo and Headteacher met with the SENDCos at the secondary schools (Falmouth School and Penryn College) to transfer information and files. There is now a system of regular SENDCo meetings between locality schools to further improve the transition process for children with SEND.

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 SEND Development/Action Plan/ESP.

Our complaints procedure:

Anyone wishing to make a complaint with regard to SEND support and provision should contact a member of staff in the first instance and then follow guidelines as set out in our complaints procedures. This can be found on the Policies page of our website.

There were no complaints received with regard to SEND support and provision.



Constantine Primary School

Other relevant information and documents:

The Designated Safeguarding Lead in our school is Head of School, Mrs Caroline Gilbert

The Deputy Safeguarding Lead in our School is Miss Jodie Bidgood.

The Safeguarding Lead for our Academy Trust is Mrs Emma French.

The Designated Children in Care person in our school is Mrs Gilbert

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

Our Accessibility Plan can be found on our website. <https://constantine.cornwall.sch.uk/>

The School Development plan can be found on our website.

Our SEND 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.

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 Local Governing Board approved this policy on:

Review Date: Sept 2025