

SEND Information Report 2019-2020

Name of SEND LEADER: Vanessa Greenaway

Contact email: vgreenaway@liskeardhillfortprimary.org.uk

Contact Phone Number: 01579 343443

Local Offer link:

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

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.
- ✓ Rigorous assessment processes embedded.
- ✓ Next step marking to ensure progress with clear response time from the learners.
- ✓ Re-Teach every day for the learners that need it in the afternoons.

Our Graduated Response for Learners:

- ✓ Continual monitoring of the quality of teaching and SEN provision in lessons through quality assurance processes.
- ✓ Identifying and tracking the progress of children/young people that require support to catch up by quantitative and qualitative data including ongoing assessment.
- ✓ Identification of children/young people requiring SEN Support and initiation of “assess, plan, do, review” cycle as listed on their Individual Provision Maps with specific ‘learner led’ targets and strategies listed.
- ✓ Consideration of application for Education, Health and Care Plan and if required an assessment requested.
- ✓ 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.
- ✓ Children who are causing concern for progress or an additional need are placed ‘on SEN alert’ and monitored regularly through pupil progress meetings.

How we identify children/young people that need additional or different provision:

- ✓ Ongoing curriculum assessments.
- ✓ Tracking progress using in school assessment systems.
- ✓ Pupil progress meetings where teacher, SENCO and Phase Leader discuss individual children and their learning/progress.
- ✓ Class teacher refers to SENCO – identify their needs and track them on class ‘On Alert’ lists for a minimum of 6 weeks, plan and deliver necessary interventions and provision tailored to their needs in order for them to ‘catch up’, monitor and assess their progress, consider transition from ‘On Alert’ to ‘SEN Support’ if they are not making necessary progress and have a particular area of need, further assessments by specialists, including those from external agencies carried out and an action plan put in place.
- ✓ Referral to outside agencies/specialist experts.

Pastoral Support Arrangements

- ✓ We take a holistic approach by all aspects of a child's development and well-being.
- ✓ Dedicated Assistant Head for Pastoral supporting including role of SENCO/DSL.
- ✓ Thrive Ambassador School status.
- ✓ 'Open door' policy for the SEND team for both learners and parents.
- ✓ 1:1 mentoring
- ✓ IEP meetings with parents every term.
- ✓ Home Room provision for children needing extra emotional and social support at lunchtimes. Lunch Club as a tiered support for children requiring support.
- ✓ Social skills groups run as interventions with small groups of learners.
- ✓ TAC meetings fully supported or led by appropriate colleagues.
- ✓ Fully applied and adhered to bullying policy.
- ✓ Music therapy
- ✓ Play Therapy
- ✓ Curriculum enhancement through 'dancer in residence', 'artist in residence' and selected others.
- ✓ Specific interventions for children requiring assistance.
- ✓ Pupil Passports for children requiring personalised learning approaches.
- ✓ Non class based Thrive PEG to support vulnerable learners.
- ✓ Dedicated Thrive Room for use with children.
- ✓ Sensory room.

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

<u>What</u>	<u>Who</u>	<u>When</u>
Informal Discussions	Class Teachers and SENCO	As needed – open door policy.
Parents' Evenings	Class Teachers with SENCO attendance when needed or requested.	Three times a year.
IEP focus meetings	Class teacher, parent and child.	Half termly
Home-School Book	Parents, children, Class Teachers and TAs – only used for children that need this regular communication.	Daily
Assess, Plan, Do, Review meetings – IPM reviews.	Class Teachers, SENCO, parents and children	Termly
1:1 Mentoring meetings	Child and Class Teacher.	Termly
Academic reports include pupil comments	Children and Class Teacher.	Yearly
TAC meetings	Parents, children, SENCO, Class Teacher, other outside agencies.	As needed.
Information sessions	Parents, SENCO	Termly
Pupil Conferencing	Children	Termly

Learner Council/Pupil Voice	Learners from each class	Regular meetings.
Headteacher's Tea Party	Stars of the week from each class.	Weekly.
Owl Boxes	Children in each class.	Daily

The Assess, Plan, Do, Review Cycle:

For children/young people on our Record of Need, a provision map is in place with their individual needs and benefit from strategies listed. IEPs for children on the Record of Need to ensure a comprehensive Assess, Plan, Do, Review cycle. Parents, the Class Teacher and the SENCO write these IEPs once every term with a review every half term and work towards each target set. The children will be fully involved in each part of the process. The reviews will take place once a half term with a regular meeting between all involved. These targets are very personalised and ensure they are tailored to the needs of each child.

This year, provision made for children/young people on our Record of Need has been:

- ✓ **Communication and Interaction** – Regular visits from the Speech and Language Therapist, daily Speech and Language interventions with a specialist PEG, weekly social skills groups, use of technology to support their need in class, ASD training for staff and children in related classes, ASD Team support from external agencies.
- ✓ **Cognition and Learning** – Educational Psychologist visited to assess individual child's needs and created an action plan with suggested strategies to use in class to support them, pre-teaching and re-teaching of knowledge and skills learnt in lessons in small group interventions, 1:1 phonics interventions on a daily basis for extra support with reading and spelling, undertaken Dyslexia Screening Tests to identify specific areas of need in Literacy, sent home additional homework for parents to support and consolidate their learning at home, adaptations for parents with dyslexia to enable their access to the homework, 'specialist' PEGs running relevant interventions such as the Dyslexia Champion running a Phonological Awareness intervention.
- ✓ **Social, Emotional and Mental Health** – key people are assigned to children with severe social and emotional needs as a first point of contact, behaviour for learning individual reward systems, quiet areas provided for children, involvement of Behaviour Support to evaluate strategies in place for specific children and complete observations, Home Room, holistic approaches such as various therapies, personalised timetable when needed, implementation of the Thrive Room.
- ✓ **Sensory and/or Physical Needs** – Multi-sensory teaching strategies, fine and gross motor skills activities and interventions, OT referrals, Sensory testing.

Categories of SEND

During the 2018/19 academic year, we had 67 children/young people receiving SEN Support and 1 child with an Education, Health and Care Plans.

Year group	SEN Support	EHCP
R	5	
1	4	
2	8	
3	8	
4	14	
5	13	
6	13	1

The children were in the following areas of need:

Communication and Interaction	Cognition and Learning	Social, emotional and mental health.
7.34% of school 41.17% of SEN children	7.61% of school 42.64% of SEN children	1.83% of school 10.29% of SEN children

These learners had various needs including ASD, Moderate Learning Difficulties, Specific Learning difficulties, dyslexia, speech and language, attachment, dyscalculia and ADHD.

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

- ✓ setting SMART targets,
- ✓ having the provision maps readily available in folders in each class for the teachers to look at and review regularly,
- ✓ Weekly learning walks by the SENCO focussing on the teaching and learning of the children with SEN.
- ✓ holding a review meeting every 6-8 weeks of children's individual provision maps in partnership with class teachers, parents, children and SEND Leader
- ✓ observe and monitor the progress and quality of interventions delivered by support staff,
- ✓ children's self-evaluations of interventions every term,
- ✓ tracking the children's progress closely on their provision maps half-termly.
- ✓ Pupil Profile meetings where data is discussed between class teachers and senior staff,
- ✓ Social interventions measured through PASS, SDQ and Boxall Profile scores.

Support Staff Deployment:

Support Staff are deployed in a number of roles:

- ✓ In class support (group or one-to-one)
- ✓ Delivering interventions for groups and individuals outside of the classroom
- ✓ Interventions related their specialisms: Autism, Dyslexia, Pupil Premium, Reading, Speech and Language, Music Therapy, Thrive.
- ✓ Lunch and break time supervision of specific individuals
- ✓ Creating practical resources and provision for individuals and groups, such as visual timetables, individualised behaviour systems, speech and language, social interaction, etc.

We monitor the quality and impact of this support by holding performance management reviews and setting professional targets, regular discussions with SEND Leader observations of practice in and out of class and delivering interventions.

Distribution of Funds for SEN:

In 2018/19 we had 1 learner with an Educational Health Care Plan on roll.

Child 1 was allocated 8 top up units.

This was allocated in the following ways:

- ✓ Support staff (1:1 support for the children)

Continuing Development of Staff Skills:

Whole school training this year has included:

- ✓ Diabetes training
- ✓ Autism Champion Training

- ✓ ELKAN speech and language training
- ✓ Mutism training
- ✓ Grammar training
- ✓ Achievement for all
- ✓ Review of behaviour policy
- ✓ Child Protection policy
- ✓ Deployment of TAs
- ✓ MDS – bespoke training
- ✓ Safeguarding training weekly
- ✓ RWI training and also Development Days
- ✓ Prevent training
- ✓ TIS training
- ✓ Arrow training

Partnerships with other agencies and how we manage transitions:

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

- ✓ SEN Network meetings
- ✓ Visit nurseries and Early Years settings to meet new intake, meet with parents of children with SEN to assess their needs and make plans for appropriate provision in the new academic year.
- ✓ Transition days
- ✓ Providing opportunities for curriculum days and include children with SEN
- ✓ Meet with the SEN Transition Co-ordinator from the Secondary School to ensure a smooth transition for SEN children.
- ✓ Follow up visits for the children in September who have transferred to the secondary school at the end of the previous academic year.
- ✓ Specific Transition Leader post created within school.
- ✓ 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 therapists and physiotherapists; Children's Services including: Early Help locality teams, social workers; educational psychologists and specialist advisory teachers.

We ensure that the transition from Nursery to Reception is smooth by liaising with all the Early Years settings where our new intake are based, completing informal observations, meeting with parents and addressing any concerns. We make sure we implement necessary provision to support any individuals with specific needs, before they start in the new academic year.

We support the transition from all classes each year by having meetings with previous class teacher and new class teacher to share important SEN information, transition and changeover days, (sometimes more than one, if they need it), the exchange of previous and updated provision maps with current targets and tracking data. The Transition Lead and the SENCO facilitate these meetings fully.

The transition from year 6 to secondary school is supported through meetings over the year where we share particular information about particular children, sharing important SEN information and data, including previous and current provision maps/targets, list of interventions undertaken, involvement of external agencies and opportunity for children to visit their new school on more than one occasion, getting to know daily routines, the areas of the school, etc. We often provide enhanced transition tailored to each child's individual needs.

Services and organisations we work with:

Service/organisation	What they do in brief	Contact details
School Nurse	As well as helping parents to bring up healthy children by providing information on healthy eating and hygiene, they also help teachers to meet any health needs children may have at school.	Contact through Early Help Hub
Educational Psychologist	<p>An Educational Psychologist might become involved with your child if they have difficulties with:</p> <ul style="list-style-type: none"> • Learning • Behaviour • Managing their feelings • Getting on with others • Communication • An Educational Psychologist will only become involved if the parent/carer's permission has been given. 	<p>Steve Apted</p> <p>01726 76519</p>
Speech and Language	<p>This is a service that supports children and young people in Cornwall aged 0-19 years who have difficulty with:</p> <ul style="list-style-type: none"> • understanding what is said to them • expressing themselves • talking clearly (saying speech sounds) • stammering • swallowing (eating and drinking). 	Contact through Early Help Hub.
ASD team	The Autism Spectrum Team is an expansion of the existing Autism Services consisting of advisory teachers, specialist and highly specialist speech and language therapists, a specialist nurse practitioner, educational psychologists and Autism Spectrum Team workers. The Autism Spectrum Team in Cornwall will play a significant role in promoting	<p>0300 1234 101</p> <p>specialeducation@cornwall.gov.uk</p>

	the inclusion of young people with Autism and in supporting multi agency working to meet the needs of these young people and their families.	
Early Support	Early Support is an approach that works to ensure that services for disabled children are better coordinated, with a key working practitioner who can offer a single point of contact, coordination and support where families need it.	01872 323329 csfearlysupportservice@cornwall.gov.uk
Council for Disabled Children	Council for Disabled Children (CDC) aims to make a difference to the lives of disabled children and children with special educational needs. We do this by influencing Government policy, working with local agencies to translate policy into practice and producing guidance on issues affecting the lives of disabled children.	0207 843 1900 cdc@ncb.org.uk
Early Help Hub	Early Help includes help provided in both early childhood and early in the development of a problem. Early Help is available to children and young people of all ages from pre-birth up to the age of 18, and up to the age of 25 where young people have special educational needs or disability.	01872 322277 earlyhelphub@cornwall.gov.uk
SENDIAS	They provide information, advice and support for any child or young person aged 0-25 with a special educational need or disability and their parents and families.	01736 751921 sendiass@disabilitycornwall.org.uk
Education Welfare Officer	Each school in Cornwall has a nominated Education Welfare Officer (EWO) who visits regularly to check registers and discuss pupils about whom the school is concerned. The EWO can provide help and advice on: school attendance issues, bullying, exclusions, child protection measures, advice and information on other agencies. They can also offer a degree of parenting support	01872 327449 tmclennan@cornwall.gov.uk

Penhaligon's Friends	The vision of Penhaligon's Friends is to provide bereavement support for children, young people and their parents and carers.	01209 210624 enquiries@penhaligonsfriends.org.uk
CAMHS	The service helps children and young people deal with a range of emotional, behavioural or mental health issues. They include social workers, doctors, nurses, psychologists, mental health workers and other therapists.	01872 221400 Contact through Early Help Hub

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 the implementation of our SEN Development/Action Plan.

Our complaints procedure:

Anyone wishing to make a complaint with regard to SEN support and provision should discuss their concerns with the SENCo in the first instance and then refer to the school complaints policy available on the school's website.

Other relevant information and documents:

The Designated Safeguarding Lead in our school is Vanessa Greenaway

The Deputy Designated Safeguarding Leads are:

Miss Vanessa Morrison

Dr Tim Cook

Mrs Sara Wood

Mrs Kate Eyre

The Designated Children in Care person in our school is Vanessa Greenaway

Our SEN Policy can be accessed via the links 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.