



Perran-ar Worthal CP School

SEND Information Report 2015 - 2016

Name of SENCo: Rachel Heffer

Dedicated time weekly: 6hrs

Contact emails: head@perran-ar-worthal.cornwall.sch.uk

Contact Phone Number: 01872863004

Name of Special Educational Needs (SEN) Governor: Kevin Hewitt

School Offer link: [School Offer January 2016](#)

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 SEND.
- ✓ An inclusive, differentiated and personalised approach to enable all learners, including those with SEND, 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 that require support to catch up by assessment procedures
- ✓ Identification of children requiring SEND Support and initiation of “assess, plan, do, review” cycle.
- ✓ Consideration of application for Education, Health and Care Plan.
- ✓ All children identified as requiring SEND 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 SENDCO
- ✓ Ongoing curriculum assessments
- ✓ Tracking progress using data
- ✓ Further assessments by specialists, including those from external agencies

We take a holistic approach by all aspects of a child’s development and well-being. Our pastoral support arrangements for supporting the emotional and social development of all children, including those with SEND, 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:

<u>What</u>	<u>Who</u>	<u>When</u>
Informal Discussions	Teachers, TAs	Throughout the year
Parents’ Evenings	Teachers, TAs	Once a term
Home-School Book	Teachers, TAs	Daily
Assess, Plan, Do, Review meetings	Teachers, TAs, SENDCO	Once a term
Individual Pupil Conferencing	Teachers, TAs, SENDCO	Once a year for annual review.

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The Assess, Plan, Do, Review Cycle:

For children on our Record of Need, an Assess, Plan, Do, Review cycle will be established by SENDCo in partnership with the child, their parents, the class teacher and the child's 1-1 Teaching Assistant. Please see our [SEND Policy](#) for further details.

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

- ✓ Communication and Interaction – Speech and Language twice daily; Occupational therapy
- ✓ Cognition and Learning – Dyslexikit; Pre-teaching; task management boards ; short term memory programmes
- ✓ Social, Emotional and Mental Health – Support from Nine Maidens; Behaviour support service; Behaviour Project.
- ✓ Sensory and/or Physical Needs – Fun fit; ball therapy programme; specialised equipment; Physio therapy

During the 2015/2016 academic year, we have had 3 Children receiving SEND Support and 4 children with Education, Health and Care Plans or Statements of Educational Need. One of these pupils has been based at Nine Maidens school.

We monitor the quality of this provision by carrying out termly reviews of progress towards individual targets.

We measure the impact of this provision by use of tracking data from a baseline assessment where points progress in reading, writing and maths can be measured as well as collating evidence of progress towards specific individual targets.

Support Staff Deployment:

Support staff are deployed in a number of roles:

- ✓ 1-1 Teaching Assistant(TA) for pupils with specific learning difficulties as outlined in their statements
- ✓ Small group intervention where SEND pupils are part of a group of pupils receiving a specific programme of work.

We monitor the quality and impact of this support by annual Performance Management Reviews and progress of pupils concerned.

Distribution of Funds for SEN:

This year, the budget for SEN and Inclusion was £40,849

This was allocated in the following ways:

- ✓ Support staff - £36,099
- ✓ External Services (See School Offer) - £800
- ✓ Teaching and Learning resources - £700
- ✓ Staff training

Continuing Development of Staff Skills:

Date	Title / content of training and frequency	Who was involved?	Outcomes / impact of training
13/01/16	Sensory Story Telling	SENDCo and SEND TA working with child with sensory difficulties.	Ideas from course used to purchase new resources and introduce new ways of teaching story writing

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			through use of sensory tools.
29/02/16	SALT training for 1-1 pupil needs	SEND TA working with child with speech and language difficulties.	Enabled TA further her knowledge to be able to continue to effectively provide support for 1-1 child with SEND.
25/04/16	Specific SALT training for semantics	SENDCo and SEND TA working with 2 children with speech and language difficulties.	Training necessary to enable TA to provide a semantics programme for 2 pupils over a period of 6 months.
24/06/16	SEND Case Study preparation workshop	SENDCo and SEND TA	Finalised case study format to show tracking of pupil progress and effectiveness of provision.
13/01/16	Sensory Story Telling	SENDCo and SEND TA working with child with sensory difficulties.	Ideas from course used to purchase new resources and introduce new ways of teaching story writing through use of sensory tools.

We monitor the impact of this training by SEND governor monitoring visits; School Improvement Partner visits; internal observations of teachers and TAs

Partnerships with other schools and how we manage transitions:

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

- ✓ The SENDCO team are part of a group of cluster schools that meet half termly to share good practice and carry out joint training.
- ✓ Transition meetings are held with the secondary school SENDCO to inform on SEND pupils joining them.

We ensure that the transition from Nursery to Reception is smooth by holding an initial transition meeting with the senior locality SENDCO, the child's pre-school key worker and parent. We also create personalised transition booklets to enable the child to familiarise themselves with the school before they attend.

We support the transition from one year group to another by holding annual review meetings and transition meetings between internal staff.

The transition from year 6 to secondary school is supported through a transition meeting with the Year 7 tutor and the secondary school SENDCO.

For children with SEND, we also produce transition books where this may be necessary for the child.

Parents are included in this process through regular review meetings and transition meetings. They are also encouraged to keep regular contact with the school through the weekly open class sessions where they can speak to the class teacher or their child's 1-1 TA.

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 Improvement Plan, which includes our SEND Development/Action Plan. This can be found on our school website.

Our complaints procedure:



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Anyone wishing to make a complaint with regard to SEND support and provision should discuss their concerns with the SENDCO in the first instance and then if necessary refer to the school's [complaints policy](#) which can be found on our school website. A hard copy can be obtained from the school office.

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

Other relevant information and documents:

The Designated Safeguarding Lead in our school is Rachel Heffer.

The Designated Children in Care person in our school is Rachel Heffer.

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

Our **Accessibility Plan** can be found on our website.

A copy of our School Improvement Plan can be obtained from the school office. A summary of the School Improvement priority areas can be found on our school 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 with SEND, is outlined in our school offer.

Our SEND 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 approved this SEND Information Report on 18th July 2016.