



Perran-ar Worthal CP School

SEND Information Report 2014 - 2015

Name of SENCo and Learning Support Coordinator: Rachel Heffer and Angela Hobday

Dedicated time weekly: 10hrs

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Name of Special Educational Needs (SEN) Governors: Kevin Hewitt and Heather McCombie

School Offer link: [G:\SEN\SCHOOL 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 children that require support to catch up by assessment procedures
- ✓ Identification of children requiring SEN Support and initiation of “assess, plan, do, review” cycle.
- ✓ Consideration of application for Education, Health and Care Plan.
- ✓ All children 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 or the Learning Support Coordinator
- ✓ 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 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:

<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, SENCo and Learning Support Coordinator	Once a term
Individual Pupil Conferencing	Learning Support Coordinator	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 SENCo and Learning Support Coordinator in partnership with the child, their parents and the class teacher. Please see our SEN 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
- ✓ Sensory and/or Physical Needs – Fun fit; ball therapy programme; specialised equipment; Physio therapy

During the 2014/2015 academic year, we had 3 Children receiving SEN Support and 3 children with Education, Health and Care Plans or Statements of Educational Need.

We monitor the quality of this provision by carrying out termly reviews of progress towards IEP 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 IEP 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
- ✓ A Learning Support Coordinator provides guidance, support and training for Teaching Assistants; assessing and working 1-1 with pupils throughout the school; attending meetings where external professionals carry out assessments of pupils with specific needs; management of all SEN related administration.

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
May 2014	SEND New Code of Practice (1 session)	SENCO and Learning Support Coordinator	Both SENCO and Learning Support Coordinator have a greater understanding of the
June 2014	Team Teach (2 sessions)	SENCO and Learning Support Coordinator	Refreshment course for the positive handling of pupils

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			with behavioural difficulties.
September 2014 – September 2015	SENCO Qualification Course (1 year course)	Headteacher as SENCO	All systems are in place and in line with the new code of practice. Staff have become more aware of their role as SEN teachers and have become more involved in the setting of IEP targets for SEN pupils within their class. The role of a Learning Support Coordinator has been created and communication between staff, parents and pupils is strong and administration of all SEND paperwork is up to date.
October 2014	Dyslexia Friendly Training (1 session)	Teachers, TAs and SEND governors	Working towards a dyslexia friendly school - ongoing
September 2014 - ongoing	SENCO cluster meetings/CPD (every half term)	SENCO and Learning Support Coordinator	Sharing of good practice has enabled a more consistent approach to the new code of practice throughout the Penryn Cluster Schools. Closer communication between primary and secondary schools has evolved where transfer of information for SEN pupils has enabled Penryn College to gain a better understanding of the 'whole child' and their needs.
February 2015	School Offer (1 session)	SENCO, Learning Support Coordinator, Teachers, SEND governors	School Offer was agreed and final draft was presented to governors and published on the school website. Staff awareness of SEND throughout the school has been heightened.
April 2015	Planning and Teaching a Differentiated Curriculum (1 session)	Teachers, SENCO, Learning Support Coordinator and SEND governors.	Ongoing.
May 2015	SEN SIMS training (1 session)	Headteacher as SENCO	Headteacher is now able to add the SEN information to SIMS.
May 2015	Sensory Provision in the classroom (1 session)	Learning Support Coordinator	Review of how best to work with child with sensory needs.
June 2015	Phonological Awareness (1 session)	Learning Support Coordinator	Training to be cascaded to TAs working with SEN pupils.
June 2015	Dyscalculia (1 session)	SENCO and Learning Support Coordinator	Training to be cascaded to Teachers and TAs.
July 2015	Code of Practice Documents	SENCO and Learning Support Coordinator	All documents updated in line with the New Code of Practice



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We monitor the impact of this training by SEN 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 SENCO 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 SENCO to inform on SEN pupils joining them.

This year, 1 child requiring SEN Support came to us from our local pre-schools, with 1 child with Education, Health and Care Plans or Statements of Special Educational Need. 1 child on our Record of Need in 2014/15 made a successful move to Penryn College.

We ensure that the transition from Nursery to Reception is smooth by holding an initial transition meeting with the senior locality SENCO, 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 SENCO.

For children with SEN, we also produce transition books

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 SEN Development/Action Plan. This can be found on our school website.

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 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 SEN 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.



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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 with SEN, is outlined in our school offer.

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 approved this SEN Information Report on July 2015.