

# Perran-ar Worthal CP School

## SENCO Annual Report to Governors 2019 - 2020

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 (former SEND governor and vice chair, volunteered to continue SEND governor role as an associate member)

School Offer/Information Report : July 2020

### **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.

### **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 SENCO
- ✓ 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:**

<b><u>What</u></b>	<b><u>Who</u></b>	<b><u>When</u></b>
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.

# Perran-ar Worthal CP School

## The Assess, Plan, Do, Review Cycle:

For children on our Record of Need, an Assess, Plan, Do, Review cycle is established by the 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; Occupational therapy
- ✓ Cognition and Learning – Dyslexikit; Pre-teaching; Task management boards ; Short term memory programmes
- ✓ Social, Emotional and Mental Health – Behaviour support service; Behaviour Project; Educational Psychologist
- ✓ Sensory and/or Physical Needs – Ball therapy programme; Specialised equipment; Physio therapy

During the 2019/2020 academic year, we have had 2 pupils with Educational Health Care Plans receiving SEND Support. A further 1 pupil receives support for speech and language, 2 pupils have been diagnosed with dyslexia and receive support, 3 pupils have been diagnosed with sensory difficulties, 1 pupil has been referred to CAMHS and is receiving support in school along with 1 pupil who is waiting assessment and is receiving support for behavioural difficulties. During COVID19, the SENCO has referred 2 children to CAMHS at the request of their parents.

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 allocated budget for SEND and Inclusion was £23,463

To support this, the school received £3,777 of High Needs funding

The school also received £4,772 of SEND Top-Up Funding

This was allocated in the following ways:

- ✓ Support staff for pupils with EHCPs - £23,463

In addition to the funding allocated to support pupils with EHCPs, the school allocated further funding for the following:

- ✓ Additional Support Staffing for pupils on School Action Plus - £10,647
- ✓ External Services (See School Offer) - £900

## Perran-ar Worthal CP School

- ✓ Teaching and Learning resources – £100
- ✓ Staff training – £200

### Continuing Development of Staff Skills:

Title / content of training	Who was involved?
Introduction to Speech, Language and Communication (The Communication Trust)	4 x Teaching Assistants and 1 Class Teacher
Introductions to Adverse Childhood Experiences (ACEs) and Early Trauma (ACEs online learning)	4 x Teaching Assistants
Understanding Autism, Asperger's and ADHD (University of Derby)	4 x Teaching Assistants
Sensory Support Training for working with pupils with Visual Difficulties (University of Derby)	SENCO, 3 x Teaching Assistants and 2 x Class Teachers
Depression – A Compassionate View (University of Derby)	1 x Teaching Assistant
Understanding Dyslexia (Open University)	1 x Teaching Assistant and 1 x Class Teacher
Good Practice in Autism Education (Future Learns)	1 x Class Teacher
Termly SENCO Network meetings x 3	SENCO

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 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 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 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 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.



# Perran-ar Worthal CP School

## **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, where appropriate includes a SEND Development/Action Plan. This can be found on our school website.

## **Our complaints procedure:**

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 Hannah Pallot

The Deputy Designated Safeguarding Lead in our school is Rachel Heffer

The Designated Children in Care person in our school is Hannah Pallot

The Local Authority's Offer can be found at [www.cornwallfisdirectory.org.uk](http://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 and Information Report (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 July 2020.