



## Devoran School SEN Information Report 2019-2020

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Dedicated time weekly: 1 day (SENDCo)

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Name of SEN Governor: Penny Hermes

School Offer link: <https://www.cornwall.gov.uk/education-and-learning/schools-and-colleges/special-educational-needs-file/the-local-offer/>

### **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.
- ✓ Please refer to Teaching and Learning Policy for more details.

### **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 regular ongoing monitoring of data
- ✓ Identification of children whose needs are additional and different and who require SEN Support; placement on the School's Record of Need; initiation of "assess, plan, do, review" cycle.
- ✓ Consideration of application for Education, Health and Care (EHC) Plan.
- ✓ All children/young people identified as requiring SEN Support, or with an Education, Health and Care Plan are on our Record of Need.

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

- ✓ Class teacher refers to SENCO - criteria
- ✓ Ongoing curriculum assessments
- ✓ Termly 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/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. Our measures to keep all children, including those with SEN, safe are outlined in our Safeguarding Policy.



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### 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, Parents, Children and SENDCo as needed	Daily
Parent Consultations	Child, parents, teacher and SENCO if requested.	2 x a year* only once in this academic year due to lockdown
Parent communication possible via Class Dojo during lockdown	Parents with teachers and SLT	Daily or when appropriate
Parent voice through the Leading Parent Partnership Accreditation	All parents were invited to support this through the weekly newsletters	Awarded to us in March 2020
Newsletters	Head teacher writes in order to share information with parents	Weekly Newsletter every Friday Safeguarding newsletter minimum of once a month
Pupil Parliament	Children and Staff	Monthly
Pupil Conferencing	School Improvement Partner	Behaviour audit where he asked for the views of the children to inform future planning
Assess, Plan, Do, Review meetings Multi Agency Meetings	Child, parent, class teacher, TA, SENDCo and external agency as needed.	3 x year School Reviews (November, March and July)* only two due to COVID lockdown 1 x annual review for statement/EHC plan 1 x Secondary Transfer Review Interim Reviews as needed.
Online meetings to support the wellbeing of our children	Teachers did this through Teams to get children seeing one another virtually	July 2020
Online meetings with parents during lockdown	Headteacher / teachers	Throughout lockdown
Online meetings to give child's voice to the EHC meeting	Child and parent, secondary school and SENDCo, teachers and Headteacher	June 2020
Surveys sent out to parents during lockdown on the imminent return to check children's wellbeing	Headteacher	August 2020



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Remote learning communication throughout lockdown	All staff	From March – September 2020
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### **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 SENDCo in partnership with the child/young person, their parents and the class teacher. Please see our SEN Policy for further details.

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

- ✓ **Communication and Interaction:**  
Speech and Language referrals, assessments, monitoring and reviews  
1:1/Small group SALT intervention.  
Visual Support
  
- ✓ **Cognition and Learning:**  
Dyslexia Screening tests  
Referrals to Educational Psychologist  
Focus group intervention in all areas of Literacy and Maths  
Targeted additional adult support  
Precision Teaching  
Visual Aids  
Additional thinking time  
Individual work stations  
Readers  
Scribes  
Lexia used as a tool  
Mathletics and Times Table Rockstars to support learning at home
  
- ✓ **Social, Emotional and Mental Health:**  
Music therapy  
Play therapy  
1:1 with Trauma Informed School (TIS) Practitioner/TA  
Small Group intervention with TA  
Access to Learning hub/sensory space  
Calm/Safe places set up in classes/playground  
Emotional Risk Assessments



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### ✓ Sensory and/or Physical Needs:

Referrals and assessments were carried out by the Physical and Medical Needs Advisory Service and the Vision and Hearing Support Teams.

Recommended provisions put in place included laptops, use of ICT, suitability for KS2 Access Arrangements.

Referrals and assessments were carried out by the Developmental Coordination Disorder Pathway and Occupational Therapist.

Sensory aids/equipment provided.

By the end of 2019/20 academic year, fifteen children/young people were on our Record of Need and received SEN Support. One child / young person had an Education, Health and Care Plan. Two children were given 1:1 provision to facilitate their learning and social integration within the class and school.

Seven children were placed 'On Alert' at the beginning of the year and subsequently have been removed due to the progress they made and the interventions that were put in place. Two children were put 'On Alert' at the end of the year. Six children received either group or individual TIS (Trauma Informed Schools) Intervention and / or specialist play therapy or music therapy.

We monitored the quality of this provision by lesson observations, book scrutiny, pupil conferencing and learning walks, as well as through meetings with children, parents, school staff and relevant external agencies as well as external reports.

We measured the impact of this provision by termly monitoring of data and reports from external agencies.

### **Support Staff Deployment:**

Support staff were deployed in a number of roles:

- ✓ 1:1 Provision to ensure access to the curriculum as outlined in objectives and provision in Education, Health and Care Plans.
- ✓ TAs delivered specific individual and group intervention programmes – eg TIS, Read Write Inc, Time to Talk and class based maths and literacy interventions.
- ✓ TAs used to deliver Speech and Language intervention as requested by SALT.
- ✓ TAs used to deliver activities as recommended by Physiotherapist.
- ✓ Playground support
- ✓ Lunchtime support
- ✓ PPA Cover (HLTAs)
- ✓ First Aid
- ✓ Part time teacher employed to deliver small group literacy and social skills interventions

We monitored the quality and impact of this support by observations, performance management and the assessment of data.



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### **Distribution of Funds for SEN:**

This was allocated in the following ways:

- ✓ Support staff
- ✓ External Services (See School Offer)
- ✓ Teaching and Learning resources
- ✓ Staff training

### **Continuing Development of Staff Skills in SEN:**

Date	Course	Who
17.09.19	Early Help & Maru	VL
18.09.20	Safeguarding KCSE (changes); CSE & FGM	All Staff
30.09.20	Outcomes for Young People	VL
07.10.20	Team Teach Refresher	VL
October 2019	TIS Training Completed Level 5 Diploma in Trauma and Mental Health Informed Schools and Communities (Practitioner Status) with Distinction	LC
11.11.19	THC Safeguarding	VL
13.11.19	Neuroscience Webinar – ACE's	VL
November & December 2019	TIS Supervision	VL & AM
03.12.19	Developing Leadership in Safeguarding	VL
07.01.20	LADO Training	VL
15.01.20	DSL Safeguarding	VL
January 2020	Makaton Training  Levels 1, 2 & 3	EI, OH, MT, LC, SE, VL, FD, JV, TS
14 April 2020	Brilliant Primary: Brilliant Staff	CC
15 April 2020	Attachment I the Early Years (OU)	EI
15 April 2020	Childhood in Crisis? (OU)	EI
15 April 2020	Exploring Children's Learning	EI
20 April 2020	Coping with Covid-19 & ASD (Autism)	CC
22 April 2020	First Aid Annual Refresher	CC
28 April 2020	Understanding Dyslexia (OU)	EI
29 April 2020	Using Visualisation in Maths Teaching (Intermediate Level) (OU)	CC
30 April 2020	Introduction to Child Psychology (Into Level) (OU)	CC



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30 April 2020	Listening to Young Children: Supporting Transition (OU)	EI
30 April 2020	Childhood in the Digital Age (OU)	EI
06 May 2020	Everyday Maths 1 (OU)	EI
06 May 2020	The Family at the Centre of Early Learning (OU)	EI
11 May 2020	Attachment in the Early Years (Intermediate Level) (OU)	CC
13 May 2020	Encouraging Book Talk in the Library (Into Level) (OU)	CC
17 May 2020	Parents & Toddlers: Teaching and Learning at Home (OU)	EI
18 May 2020	Teaching for Good Behaviour (Intermediate Level) (OU)	CC
07 June 2020	Making Sense of Mental Health Problems (OU)	EI
June 2020	School Bereavement Champion training with Penhaligons Friends	LC, VL
June 2020	TQUK Level 2 Certificate in Understanding Children and Peoples Mental Health	MS, JV, MT
02.07.20	MACP Level 3 (Parental Mental Illness)	VL
09.07.20	TIS Supervision	AM
	TIS Training – Return to School II	VL
	Lockdown IHASCO Training including SEND training	All staff
<b>Other training:</b>		
	TQUK Level 2 Certificate in Awareness of Bullying in Children and Young People	MT
	SENDCo Network Meeting – Preparing for Transition	SK
	PA Maths	SK
SEND	Jacqui Frost (to all teachers) Staff training on Graduated Response and new SEN Assess, Plan, Do, Review forms	Teaching staff

Groups of Staff have also developed their knowledge of Phonics through training on Read Write Inc.

We monitored the impact of this training by monitoring teaching and learning.

### **Partnerships with other schools and how we manage transitions:**

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

- ✓ Early Years Teacher/TA Home visits
- ✓ Transition to Secondary Schools including those in the mainstream and ARBs (online).
- ✓ Transition into Foundation Stage class from Independent Nurseries
- ✓ Transition into Devoran mainstream from other mainstream and independent schools
- ✓ Additional visits to pre-school and secondary schools
- ✓ Additional visits for individuals to secondary schools as required
- ✓ Individual Provision Plan shared with secondary schools



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- ✓ Transition meetings and Multi Agency Meetings as well as specialist S&L support arranged to ensure smooth transitions

In the Summer Term of 2019, we ensured that the transition from Nursery to Reception went smoothly by arranging home visits (as required), pre-school visits and weekly Learning Together sessions at school for parents and pre-school aged children. A number of combined Foundation Stage and Pre-school trips were planned to the school, such as Teddy Bear Picnics and Easter Egg Hunts, as well as trips to the beach and to the zoo.

We supported the transition from Foundation Stage to Year 1 by transition afternoons to Year 1 classroom and the Year 1 teacher attended FS summer trips and visits.

We helped children to make the move from one year to the next throughout the rest of the school by arranging a transition morning for all children to meet their new class teachers, and transition meetings were held between class teachers. Transition arrangements for a number of our SEN children included photographs of all relevant staff, the classrooms etc, being sent home for parents to share with their child over the holiday.

The transition from Year 6 to secondary school was supported through online meetings with their new schools due to the lockdown situation in the Summer of 2020. Secondary SENDCos/Support Staff were invited to attend Year 6 annual reviews to meet with prospective children and parents.

Additional visits/afternoons were arranged for some Year 6 children/young people to visit and take part in activities as arranged by the secondary SENDCo.

Parents were included in this process through invitations to SEN meetings at a number of the secondary schools to meet with the SENDCo.

### **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.

### **Our complaints procedure:**

Anyone wishing to make a complaint with regard to SEN support and provision should refer to the complaints policy.

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

### **Other relevant information and documents:**



## Devoran School SEN Information Report 2019-2020

The Designated Safeguarding Lead in our school was the head teacher Victoria Lock.

The Designated Children in Care person in our school was the head teacher Victoria Lock.

The Local Authority's Offer can be found at [www.cornwallfisdirectory.org.uk](http://www.cornwallfisdirectory.org.uk)

The School Development plan can be found on our website.

Our Accessibility Plan can be found on our website.

Our SEN Policy and School Offer (our contribution to the Local Offer) 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.

The Headteacher has shared this information report with the Governing Body and it will be updated and shared with governors again in November 2021.