

# Annual SEN Information Report 2018-19

**Name of SENCO:** Mrs Lisa Pearce

Dedicated time weekly: 2018-2019 1 day to include Pupil Premium, Designated Child in Care, Safeguarding cover.

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Name of SEN Governor: Jeremy Kirk and Amy Richards

School Offer link: School website

## 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 at times 'personalised' approach to enable all learners, including those with SEN, to engage with all aspects of school life-'A rising tide lifts all ships'
- An enabling environment which is flexible and inherently inclusive.

(Please also see the local offer)

## Our Graduated Response for Learners:

- Continual monitoring of the quality of teaching and continued involvement of child's voice to direct their learning.
- Identifying and tracking the progress of children/young people that require support
- Class Inclusion Plans
- Identification of children/young people requiring SEN Support and initiation of child friendly assess, plan, do, review plan-(see example) . Health Care Plans in place in consultation with medical professionals for those children with medical needs.
- Consideration of application for Education, Health and Care Plan.
- 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. EHCP plans are reviewed annually or 6 monthly for EYFS.

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

- Listening to parents and children
- Class teacher refers to SENCO / professionals from outside refer / transitioning schools refer
- On-going curriculum assessments
- Tracking progress using data-again this was problematic last year.
- Further assessments by specialists, including those from external agencies.

We take a holistic approach to all aspects of a child's development and well-being. Each class has an Inclusion plan alerting staff to SEN need/ medical need/ emotional need/ Pupil Premium and the provision for this. 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.

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

What	Who	When
Informal Discussions	Whole class contributions to the direction of learning. Teachers chatting with parents at the beginning/ end of the school day – open school policy	Open door policy allowing parent/child/teacher discussions
Parents' Evenings	SENCo to hold meetings with parents and in discussion with the child of children on the RON	In School Parent meetings

Home-School Book	For some children, we operate a home/ school communication book to keep them up-to date.	Daily
Assess, Plan, Do, Review meetings	We have created a new Child friendly plan for those children on RON . Early Support Plans are also used in this way to support some children. All infants have a next step format used in Parents Consultations.	Infant next steps are written onto parent consultation meeting notes.
All about Me and EHC plans/ Child contribution forms.	Parent and Child voice is recorder in the ALL about Me section of TAC / Early Support Meetings and EHC Reviews.	Every 6 weeks for TAC meetings /Annually for Annual reviews.

### **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 Lisa Pearce in partnership with the child/young person, their parents and the class teacher using the new child centred Inclusion Plan

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

- Communication
- PORIC concept support
- Specialist Speech and Language provision
- keyboard skills
- Visual timetables
- Use of Numicon
- Task management charts, 1<sup>st</sup> Class @ Number (Junior programmes)
- TRUGS reading support games
- Nussy support
- Social, Emotional and Mental Health
- Time to Talk, Music Therapy, Talk / Drawing therapy/ Forest School
- Sensory and/or Physical Needs
- Physiotherapy
- Occupational Therapy Support Programme
- Manual Handling Training
- accessible classrooms and learning environments
- outdoor learning opportunities
- targeted fine motor activities
- Vision support.
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During the 2018/19 academic year, we had :

12 children on the Record of Need

3 of these children had an EHCP and one received one at the end of the year totaling 4 at the end of the year.

Only 1 of the children above was a Pupil Premium children.

The other 13 of our children on the RON last year were not Pupil Premium children.

The school was required to pay the first £6,000 support for the 3 children with EHCP.

1 child at school support has significant medical needs – we have now received an EHC plan for this child. This child was already receiving full time 1:1 support.

We also had a further 19 children on the at Initial Concern stage.

We monitor the quality of this provision by observations and child/parent meetings; we also use data to measure the progress. . We have used Mappix to track the progress of our SEN pupils and use data to create an overall picture of the impact of provision for SEN.

### **Support Staff Deployment**

Support staff are deployed in a number of roles:

- Supporting the Quality First Teaching in Class
- Leading intervention Groups eg 1<sup>st</sup> Class 2 Number, Nussy Dyslexia Intervention, Forest school, Time to Talk Social Skills, Talk Draw Therapy and Catch Up Numeracy
- Providing a teacher to tackle prior attainment in Y1 .

- Tailored support for individuals eg Physio /targeted typing skills /Speech and Language etc.
- Equipping TAs with the ability to stand back from those children with statements/ EHC plans
- Providing medical/personal assistance

We monitor the quality and impact of this support by: assessing against goal sheets provided by professionals/ on entry and exit data/ tracking data against classroom monitor/ against the Child Friendly Plans and next steps.

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

This year, the budget for SEN and Inclusion was allocated in the following ways:

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

#### **Continuing Development of Staff Skills ( last year)**

Area of Knowledge/Skill	Staff Member	Training Received
Manual Handling	Lisa Pearce, Alison Rowe, Melissa Pentecost	Precision Teaching Training from Sarah Canavan King EP
Specialist medical training.	Lisa Pearce (present) Melissa Pentecost	Ana Rogers – Respiratory nurse at Treliske
Specialist physio support	Lisa Pearce, Beth Draper, Melissa Pentecost, Alison Rowe, Debbie Devine, Poppy Bailey	Training from Sally Powers and OT Katie Miles
Diabetes training- Medical	Benita Payne, Alison Rowe, Kathy Vinnicombe	Diabetes training
Behaviour support	All teaching assistants	Spring Term from the Teaching School
Speech and Language	Jenny Hart	PORIC (in house)
Designated Child in Care Person	Lisa Pearce	Designated child in care training in October 2018.

We monitor the impact of this training through staff appraisal and Mappix.

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

Transition meetings between both mainstream and Special Secondary Schools

Transitions with local nurseries/ pre-schools

We ensured that the transition from Nursery to Reception is smooth by holding transition meetings with local nurseries and providing home visits.

We supported the transition from Reception to Year 1 by: Transition Meetings between class teachers and relevant support staff, the class teachers getting to know the children in their current environment and attending relevant meetings about specific children.

We helped children to make the move from year 2 to 3 by on-going opportunities throughout the school throughout the school year in their family packet ship groups as well as the above. Also, Falmouth Secondary school offered a transition week.

The transition from year 6 to secondary school was supported through: Transition days and transition meetings between the staff of receiving secondary schools, extra support for a number of children for small group transition/individual support.

For children/young people with SEN, we also supported in the ways outlined in our local offer putting the child's voice at the forefront of the plan.

Parents were included in this process through attending relevant meetings but as yet we do not have a prior meeting for transition within school from Infants to the Juniors.

Updates to building accessibility:

- Adaptions made to the upstairs toilets
- Transition area outside class 6 (moving from the Junior area)
- Requests have been made for a new lift and we are still waiting for this as this can be problematic in the winter months.

**Ongoing development:**

On-going developments:

We do this through our School Development Plan (which is shared and reviewed and which includes our SEN Development/Action Plan).

**Our complaints procedure:**

Anyone wishing to make a complaint with regard to SEN support and provision should follow the schools complaint procedure found on the school website.

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 was:

Mr Richard Gambier/ Mrs .Vicki Sanderson

Our new Safeguarding lead is:

Mrs Abi Squibb(from April 2019)

Safe-Guarding Cover is now

Mrs Lisa Pearce.

The Designated Children in Care people in our school are:

Mrs Lisa Pearce and

The Local Authority's Offer can be found at

[www.cornwallfisdirectory.org.uk](http://www.cornwallfisdirectory.org.uk)

Our Local offer can be found on the school website at

[www.marlborough.cornwall.sch.uk](http://www.marlborough.cornwall.sch.uk)

Our Accessibility Plan can be found on our website

The School Development plan can be found on our website

Our SEN Policy and School Offer can be accessed via the links on our website

Details about our curriculum and Our Local Offer including how it is made accessible to children/young people with SEN can be viewed from the link on our website.

Our SEN Policy has been updated. The 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 in July 2019