



SEN

Date of report: November 2020

SENCO: Hannah Crewdson

Governor: Enid Ghent

Background information

Pennoweth Primary school is a PAN 45 (1.5 classes per year group) primary school and nursery.

Pupils are aged 2-11.

There are currently 329 children on role (including the nursery)

For specific information about resources and provision please see the SEN information report on the school website.

SEND profile for the last 12 months

• Pupils on the SEN register

SEN K	43 (44 inc nursery)	
SEN EHCP	10	
Total SEN	53 (54 inc nursery)	

• Number of pupils according to primary need / year group.

	SEN K	EHCP	Total
Nursery	(1)	0	(1)
Reception	6	0	6
Year 1	6	1	7
Year 2	10	1	11
Year 3	5	4	9
Year 4	6	1	7
Year 5	7	3	10
Year 6	3	0	3
Total	43 (44 inc nursery)	10	53 (54)

Several children have more than area of need listed however the following breakdown identifies each child's predominant / main area of need only.

	SEN K	EHCP	Total
SLCN	22	3	25
SEMH	12	3	15
SLD	0	1	1
MLD	7	2	9
PD	1 (2)	1	2 (3)
ASD	1	0	1
Total	43 (44)	10	53 (54)



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List of acronyms:

SLCN – Speech, language and communication needs

SEMH – Social, emotional and mental health

SLD – Severe learning difficulty.

MLD – Moderate learning difficulty.

PD – Physical disability.

ASD – Autistic spectrum disorder.

• Changes across the year

- Due to the school closures there has been limited additions or removals to the SEN register over the last 12 months as we wanted to ensure children had access to provision they needed throughout the lockdown period and upon their return to school. SEN reviews will take place over the course of November, some children may move to a 'monitoring status' from SEN K or move from SEN K to a 'monitoring status' however no significant changes are expected.
- Our year 6 cohort who left us in July 2020 had 15 children on the SEN register (33%) including 2 with EHCPs (4.5%).
- Our joining reception cohort in September 2020 has 6 children who have already been recognized as SEN by their nurseries and our EYFS staff are currently monitoring the rest of the class prior to reviews this month.
- 1 child with an EHCP in year 5 has moved from our setting to a local ARB and one child with an EHCP has joined us in year 5 from another local school.
- 2 children have received EHCPs this term and one received theirs at the beginning of last academic year.
- 1 child is currently dual registered and attends Ninemaidens APA. He is due to transition back to us through this half term.
- 2 children on our SEN registers (other than year 6s) have moved to other local schools closer to where they live.
- 3 children registered as SEN K (other than reception joiners) have moved to Pennoweth.

SEND policy

- The SEN information report was reviewed and updated in December 2019 with Enid Ghent and then again in January 2020 in response to staff changes. This is due to be reviewed again in December 2020.
- Other relevant policies include but are not limited to:
 - The code of conduct (key stage 1 and 2)
 - The behaviour policy and recent addendums
 - The child protection policy
 - KCSIE part 1
 - Admissions policy
 - Intimate care and toileting policy.

These can all be found in the policies section of the school website

<http://www.pennoweth.cornwall.sch.uk/web/policies/262853>



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SEND budget and spending

SEN provision is funded from within the main school budget. Where a child receives an EHCP, it is expected that the first £6000 is funded from within the school budget. Where additional support over and above this is required a child may be allocated additional top up units to support the delivery of the provision within section F of the EHCP. We currently have 10 children who receive top up units (1 of these also receives additional funding for a bespoke package of support and one of these children currently attends Ninemaids APA.) 2 children have received support through inclusion grant funding.

SLAs	<ul style="list-style-type: none"> - Last year we purchased 10 days of educational psychology input, due to lockdown, some of this was refunded to the school and one day was carried over. A further 9 days have been purchased for this academic year. - Therapeutic play sessions have been purchased for 2 of our children, this is currently funded partly by bespoke package funding and partly by EHC funding.
Resources	<ul style="list-style-type: none"> - Resources purchased this year include: <ul style="list-style-type: none"> • Sensory resources (fiddle toys, chew toys, theraputty, headphones) • Intervention resources (social skills and SEMH games, 101 games books, the waiting game) • Coloured exercise books for those with visual stress needs. • Physical resources to support children directly in the classroom (pencil grips, triangular pencils, talking tins)

Staffing for SEND

- **Staffing breakdown**

Nursery	1x nursery leader 3x support staff
Reception class	1x teacher (+ 1 student teacher) 1x HLTA
Reception class	3 x teacher (part time) 1 x TA
Year 1 class	1 x teacher 1 x TA 1 x SEN TA
Year 1/2 class	1x teacher 1 x TA (PSA currently supporting this class)
Year 2 class	1 x teacher 1 x TA 1x SEN TA
Year 3 class	2 x teacher (part time)



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	1 x TA 2x SEN TA
Year 3/4 class	1 x teacher 1 x TA 2 x SEN TA (Learning mentor currently supporting this class)
Year 4 class	1x teacher (+ 1 student teacher) 1 x TA 1 x SEN TA
Year 5 class	1 x teacher 1 x TA 1x SEN TA
Year 5/6 class	1 x teacher 1 x TA 1x SEN TA
Year 6 class	1 x teacher 1 x TA
General	1x headteacher 1x deputy head teacher 1x SENCO 1x pastoral manager

- **CPD related to SEND**

- Limited training has been able to take place due to Covid restrictions however many of the TAs undertook their own program of training online throughout lockdown including mental health training, bereavement training, QFT (quality first teaching), supporting children with autism, TIS, vision support.
- All staff have received training on Safeguarding and Health and Safety.
- An overview of professional development has been planned for all support staff for this academic year.
- The SENCO has completed the NASENCO award.

Overview of the last 12 month:

APDR cycle.

- The focus of last year was to develop the APDR (assess, plan, do review) cycle and move away from fixed points each term where new 'IEP's (individual education plans) were written and provision planned to a continual process where targets and intervention could be developed instantly to meet the needs of the children in a 'live APDR document'.
- Whilst this process began and APDRs were established during autumn term 2019, this process then stalled due to lockdown.
- In September of this year this was re-established with staff and new APDRs were set up and an overview of the year ahead was shared (see appendix 1&2). A clear process for setting up interventions and measuring their impact has been established as well as a central initial concern process for all concerns around SEN and pastoral needs to be shared and then actions monitored (see appendix 3)



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Engagement with stakeholders

- Pupil voice: All children are invited to contribute to their APDRs, those with EHCPs, Educational psychology involvement and those who have a TAC (Team around a child) or ESP (Early support plan) are also invited to complete 'All about me' profiles at the time of their review.
- Parent / carer voice: Ideally parents would have come in for termly meetings to view the APDR and discuss progress. During autumn 1 this was possible through parents' evenings and APDRs were posted to all parents, through lockdown, this moved to mostly electronic and over the telephone and this is planned to continue over this term. EHCP reviews have been able to take place via zoom and will continue to do so where necessary.
- MAT: SENCO MAT networks have moved to zoom and these have continued this term.



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Appendix 1 – Yearly overview of SEN

Autumn 1	<ul style="list-style-type: none">• Handover information with previous staff.• Read last years APDR and the ECHPs for your children in SEN file on the shared drive.• By the end of week 2 - set up APDRs for children on SEN register including any agreed ongoing provision from• By end of week 3 - complete intervention sheets and start interventions.
Autumn 2	<ul style="list-style-type: none">• By end of week 1 - ensure all provisions have been reviewed.• week 2-4 SEN reviews.• Week 5 - APDRs shared with parents.
Spring 1	<ul style="list-style-type: none">• Week 1 update progress data
Spring 2	<ul style="list-style-type: none">• By end of week 1 - ensure all provisions have been reviewed.• week 2-4 SEN reviews.• Week 5 - APDRs shared with parents.
Summer 1	<ul style="list-style-type: none">• Week 1 update progress data
Summer 2	<ul style="list-style-type: none">• By end of week 1 - ensure all provisions have been reviewed.• week 2-4 SEN reviews.• Week 5 - APDRs shared with parents.• End of term add complete data section• Hand over to new staff.

Throughout the year - continue to update outcomes / targets and provisions in response to the needs of the child.



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Appendix 2 – APDR template

Name:
Class:
Year Group:
DOB:
SEN code: (K/EHCP)
Area of need:

Assess
Needs/barriers to learning
Level of attainment and progress

	End of year 2020	Points progress (For whole of last academic year)	End of autumn term	Points progress (So far this academic year)	End of Spring term	Points progress (So far this academic year)	End of Summer term	Points progress (For this academic year)
Reading								
Writing								
Number								

Views of child/parents/teacher/support staff/other

Plan
What can we put in place to support this child? What referrals can we make?
What outcomes do we want to achieve?

Agreed ongoing provision

Provision (Do)	Notes (Review)



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Specific intervention			
Do		Review	
Actions Taken	Date	Outcome	Date

Review 1
Review 2
Review 3



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Appendix 3: Initial concern process.

Child's Name	
Date of initial Concern	
Date of Birth	
Year group	
Class Teacher	
Attendance information	
Admission date.	
Nature of concern	SEN / Pastoral / Other (please specify)

Pupil strengths:

Assess: (Barriers to learning / what are your concerns?) *include views of child and parent if appropriate.*

Plan - Do: (QFT – What has already been done as part of QFT to support the needs of the child)

Do		Review	
		What was the impact? Assessment info (ARE/ below/working towards)	
Actions Taken	Date	Outcome/Impact	Date

Plan: (What further actions or referrals could be made to support the child? What referrals could be made? What assessments could be done? What outcomes do we want for the child?)
Date: