



DSEN Information Report

Name of Headteacher: Emma Stritt (New Head Sarah French as of September 2021)

Name of SENCo: Helen Neil

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Contact Phone Number: 01326 572910

Name of DSEN Governor: Nigel Logan

Cornwall Local Offer link:

<https://www.supportincornwall.org.uk/kb5/cornwall/directory/localoffer.page?newlocalofferchannel=0>

School Offer:

https://www.sithney.cornwall.sch.uk/website/individual_needs/139296

Due to the very small number of pupils in our school, and on our register of need in each cohort, we are unable to report attainment and progress data as this may identify an individual pupil.

During the 2020/2021 academic year, of the 83 pupils in our school, there were 12 pupils on the register of need: 9 children receiving DSEN Support (11%) and 3 pupils who had Education Health Care Plans (3.7%). (Summer Census). 50% of those on the register of need are boys, 50% girls.

Since the 2019-2020 report:

The number of EHCP has remained the same

The number of children on the register of need has reduced by 4 pupils.

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 DSEN. Pupils are also encouraged to take responsibility and accountability for their own learning.
- An inclusive, differentiated and personalised approach to enable all learners, including those with DSEN, to engage with all aspects of school life. This accounts for all types of learner and class topic themes inspire and enthuse the learning. Reasonable adjustments have been made to the lessons and curriculum to meet pupil needs.
- All pupils are encouraged to partake in sporting activities off site, throughout the school year, including competitions, regardless of ability. Pupils also access extra-curricular activities at school, for example art, singing and sailing clubs.
- Class teachers plan a progressive curriculum to support pupils with accessing the curriculum with the appropriate level of content and support.
- Teaching Assistants are fully involved in the planning and assessment processes in school, taking an active role in differentiating learning to enable pupils to engage in lessons.



- Opportunities to develop social skills and life skills are planned into the learning where appropriate.

Curriculum:

- Teachers are responsible for ensuring all pupils access the curriculum by providing differentiated planning. Teachers work closely with Teaching Assistants to ensure learning is accessed at the appropriate level of understanding.
- Children often work in groups, or with learning buddies, to support dialogue and discussion (peer learning). This is achieved through same and mixed ability groups as appropriate.
- TAs are deployed to support pupils with accessing the curriculum e.g. asking questions to check/draw out understanding; providing further explanations; physical support (scribing); general guidance.
- Concrete and pictorial resources are used to support teaching and learning.
- Teachers strive to ensure pupils with SEN are included in all activities with their peers, ensuring the safety of their pupils.

Accessibility for Disabled Pupils:

The school plans, over time, to develop the accessibility of provision for all pupils, staff and visitors to the school (see the school accessibility plan on the school website). The main priorities in the school's accessibility plan are in the following areas:

- Increasing the extent to which disabled pupils can participate in the school curriculum
- Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.
- Improving the delivery of information to disabled pupils, staff, parents and visitors of information that is provided in writing for pupils and adults who are not disabled.

For all admission information regarding pupils with DSEN, refer to the Southerly Point Cooperative Multi Academy Trust Admissions policy which can be found on the school website.

Our Graduated Response for Learners:

- Continual monitoring of the quality of teaching by the Senior Leadership Team and Subject Co-ordinators.
- Identifying and tracking the progress of children that require support in order to narrow the gap by....
 - Analysing data half termly, focusing on both attainment and progress.
 - Identification of children requiring DSEN Support and implementation of "Assess, Plan, Do, Review" cycle.
 - Pupils added to the register of need.
 - Considering prior knowledge of pupils (inward mobility from other schools/pre-school setting)



- Outside agency guidance and support sought.
- Consideration of application for Education, Health and Care Plan.

How we identify children that need additional or different provision:

- Staff observations – TAs and HLTAs consulting with Teacher. Parental concerns monitored in school and meetings with parents to discuss identified needs as part of the monitoring process.
- Pupils may be added to our 'Monitoring' register as a focus for staff to be aware of.
- Class teacher refers to SENCO – discussion and observations referred to.
- Ongoing curriculum assessments by teaching staff and/or monitoring of social emotional behaviour/communication needs.
- Tracking progress using data and also using pupil individual trackers within school.
- Further assessments by specialists, including those from external agencies

We take a holistic approach by looking at 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 DSEN, 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, pupils and parents	Daily – pupils throughout the day. Parents before and after school.
Parents' Evenings	teachers, parents and pupils	termly
Assess, Plan, Do, Review meetings	All stakeholders at different levels of assessment, including parents	Teaching staff – continually reviewing. Formally: termly with the parents and pupils (as appropriate)
School Council	School Councillors	Weekly meeting where they can put forward pupil views
Pupil Conferencing	Teachers and Head Teacher with Pupils	Termly
Anonymous worries box	Pupils	As needed
School Forum	Parents	Termly (This did not happen this year due to Covid)
Early Support Plan	Appropriate staff and external agencies with parents	At least once a term.
Education Health Care Plan Reviews	Parents, Outside Agency Professionals, Teachers, Pupils	Annually



The Assess, Plan, Do, Review Cycle/SEN Provision:

For children on our Record of Need, an Assess, Plan, Do, Review cycle is established by the class teachers and SENCo in partnership with the child and their parents.

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

- Communication and Interaction – Speech and Language support; learning buddies; outdoor learning; Autism Champion; Autism Specialist advice; Communicate in Print
- Cognition and Learning: Speech and language specialist; Assessments by Educational Psychologist; Precision Teaching; Nessy spelling; mathletics; TT Rockstars; dyslexia screening; National Teaching programme for maths and phonics
- Social, Emotional and Mental Health – educational psychologist guidance; CHaLK Counselling; TIS 1:1 sessions; Behaviour Therapy; BF Adventure
- Sensory and/or Physical Needs – Practical tasks to refine fine motor skills e.g. dough disco; Occupational Therapy checking equipment; sensory breaks; fidgets in class/wobble stools/cushions etc.

This is in addition to specific TA support.

We monitor the quality of this provision by:

- Continually updating individual trackers
- Assess, Plan, Do Review Documents
- Analysis of data –termly and annually.
- SENCo observations/pop- ins to classrooms.
- Records of interventions kept to support review and analysis of progress
- Designated time in staff meeting to review and discuss pupils
- Discussions between staff and SENCo
- Regular visits from external agencies e.g. speech and language help to support classroom practice by providing further advice to achieve set targets or setting new ones as learning moves forward.

We measure the impact of this provision by...

- Pupil progress and attainment
- Parental feedback/discussions
- Pupil dialogue and changes in behaviour/communication
- Intervention progress monitored (percentages provided where possible e.g. Nessy spelling, so comparisons throughout the term can be made).
- Senior Leadership monitoring.
- Teaching assessment and identification as to where interventions need to take place, regarding progress and attainment.
- Amend or change interventions accordingly where progress is not being observed.



Interventions:

- Interventions are primarily class based.
- Speech and Language targets were included in personal timetables.
- Phonics interventions were completed outside of the classroom for quality 1:1 support 2 x weekly.
- Counselling sessions were held 1 x weekly for 8 week blocks.
- Priority readers are identified to be heard regularly.
- Children with EHCP have dedicated TAs to support their learning and inclusion throughout the school day.
- A number of individuals accessed 1:1 TIS sessions from practitioners in school (in the afternoons) to support SEMH.
- One child has accessed behaviour support therapy.
- Precision teaching and Nessy are used to support reading and spelling at KS2.

Impact:

Pupils receiving counselling have developed in confidence and are able to use strategies discussed to support their emotional progress. This is apparent with staff and through pupil voice.

All pupils with an EHCP made small steps of progress towards their targets as detailed in their annual reviews.

Pupils receiving speech and language have had targets updated as progress has been made. This is also apparent with development in communication.

Phonics interventions have led to children progressing onto the next set of sounds securely.

Nessy – percentage scores indicate good progress.

Priority readers have progressed onto new reading stages.

Pupils assessed with precision-teaching have increased spelling for the statutory spelling lists at KS2.

Where an intervention has not had an impact, it has been changed/amended. For example, a phonics intervention at KS2 was changed to sight reading through precision teaching.

Support Staff Deployment:

Support staff are deployed in a number of roles:

- Specific support for individuals (Pupils with EHC Plans/physical needs e.g. sensory breaks).
- Responsible for the delivery of specific group interventions.
- Group support in lessons.
- Pastoral support.
- Scribe and readers during lessons.
- Responsible for aiding the delivery of individual learning plans (e.g. speech and language/EHCP targets...).

We monitor the quality and impact of this support by...



- Discussions with class teachers and teaching assistants
- Observations
- Records kept to identify where pupils are or are not making progress
- Data analysis

Distribution of Funds for DSEN:

This year, the budget for DSEN 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:

Whole school training this year has included...

<u>Area of Knowledge/Skill</u>	<u>Staff Member</u>	<u>Training Received</u>
TIS Practitioner 10 day training	Helen Neil	Aut/Spr 2020-21
	Kim Whaley	Spr/Sum 2021
TIS whole school ½ day training	All staff	Jan 2021
SENCo network meetings	Helen Neil	Autumn Spring and Summer terms
Work Rest and Play in the sensory way (WRAP)	Helen Neil	Spring 2021
Autism: Language and Communication	Helen Neil Matt Birchall Maria Johnstone Tom Richards Emma Sumpter	Summer 2021
Team Teach	Guy Wakeham Claire O'Brien	Summer 21

Effectiveness of Leadership and Management:

- The SEN co-ordinator liaised with external agencies for advice and support –the school endeavours to ensure pupil needs are met.



- All teachers reviewed and set new targets for Assess-Plan-Do-Review documents each term.
- The SEN co-ordinator completed the necessary paperwork for the annual reviews of pupils with EHCPs.
- The statutory requirements have been met, including the updating and publicising of the school offer, SEN report and SEN policy.
- Progress of SEN has been tracked and interventions adjusted and changed accordingly.

Partnerships with other schools and how we manage transitions:

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

- Due to Covid , pupils had reduced transition times in their new classes and Y6 pupils did not get transition days to secondary school (Some pupils were able to visit their secondary school for a 2 hour tour; 1 pupil was able to visit their ARB placement for 1 afternoon).
- Y6 teacher spoke/sent information regarding pupils to the secondary schools.
- Pre-school is now part of the school and sessions are planned for by the EYFS teaching staff.
- EYFS teacher made arrangements to speak to parents of new pupils in the summer term (Due to Covid we were not able to invite these children in for transition days).
- This year 0 child requiring DSEN Support came to us from our pre-school. 2 children on our Record of Need in 2020/2021 made a successful move to secondary school.

Parents are included in this process through meetings with EYFS teachers; open evenings at secondary school; discussions with Y6 teachers where concerns arise; information sent home.

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, which includes our DSEN Development/Action Plan. This can be found on our website.

Our complaints procedure:

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

This year we received 0 complaints with regard to DSEN support and provision.

Other relevant information and documents:

The Designated Safeguarding Lead in our school was Emma Stritt for the academic year 2020 - 2021

(Deputy Safeguarding Lead is Jacqui Ames/Helen Neil)

SITHNEY COMMUNITY PRIMARY SCHOOL



The Designated Children in Care person in our school for the academic year 2020 – 2021 was Emma Stritt

The Local Authority's Offer can be found at www.cornwallfisdirectory.org.uk

Or www.supportincornwall.org.uk/localoffer

Our Accessibility Plan can be found on our website.

Southerly Point Cooperative Multi Academy Trust Admissions Policy on the school website

Our DSEN 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 DSEN, can be viewed from our website.

Our DSEN 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 DSEN Information Report on:

September 2021