

Lanner Primary School

Name of SENDCo: Caroline Dinham

Dedicated time: 2 days - weekly

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Name of SEN Governor: Teresa Marshall

School Offer link:

See website.

Whole School Approach to Teaching and Learning

Lanner School has a whole school approach to teaching and learning which is met in the following ways:

- Quality first 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.
- A robust teaching and learning policy in place.

Our Graduated response for learners at Lanner Primary School:

- Continual monitoring of the quality of teaching
- Identifying and tracking the progress of children / young people that require support to catch up by half termly whole school assessment and teacher observation.
- Identification of children / young people requiring SEN support and initiation of 'Assess, Plan, Do, Review' cycle.
- Consideration of application for Education, Health and Care Plans.
- All children / young people identified as requiring School Support, or with an Education, Health and Care Plan (EHCP) or statement are on the school Record of Need.

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

- Referral from Class Teacher to SENDCo

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- Referral to the Pastoral Team
- Parental concerns / referrals
- Ongoing curriculum assessments (summative every half-term)
- Tracking pupil progress using data
- Further assessments by specialists, including those from external agencies

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We take a holistic approach in 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, are 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	Class teachers Head teacher Learning Mentor Pastoral Mentor SENCo	On Going On going As required As required On going
Parents Evenings	Class teachers SENCo	Autumn and Spring
Reports	Class teachers	Spring
Reading Records	Class TAs / Teachers	Daily
Home / school books	Class teachers	When required for individual children.
Dojo and SeeSaw	Class teachers	On going
Assess, Plan, Do review meetings / TAC meetings EHCP Reviews	SENCo / Class teachers	Termly As required
Senco / Parent meetings	Senco and all parents	On request
Questionnaires	All pupils and parents.	Annually.

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School Council	Mr Walsh	Fortnightly
Pupil conferencing	SENCo / Class teachers Head teacher	Termly
Parent referrals	SENCo / Class teachers Head teacher Pastoral Team	As required

The 'Assess, Plan, Do, Review' cycle:

For children on our Record of Need, an Assess, Plan, Do, Review cycle will be established by the SENCo in partnership with the child / young person, their parents and the class teacher. Please see SEN Policy for further details.

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

Communication and Interaction

Children who are a cause for concern in this area are referred to the Speech and Language Therapy Service. The Community Speech and Language Therapist visits children on a termly basis to assess individual children, review and set new targets, monitor provision and advise staff. Each child with an identified speech, language and communication need has an allocated TA to work on specific targets as advised by the Speech and Language Therapist. All adults working with the child are made aware of the targets to develop in class. Classrooms are also monitored to ensure that they are communication friendly.

In addition to this, the school accesses support from the Autism Support Service to inform provision and offer advice and strategies when working with children with ASDs. Where children are suspected to have an ASD, referrals are made to the Children's Neurodevelopmental Assessment Service (including ASDAT).

Cognition and Learning

Children causing concern in this area may require further assessment to identify learning needs, for example, if dyslexia is a concern, a Dyslexia Screening Test (DST) will be carried out and the results used to inform further provision. Where progress is a concern, or interventions have made little, or no impact, a referral may be made to the Educational Psychologist or the Cognition and Learning Team.

Children requiring additional support to catch up, have accessed the following interventions: Numicon, Counting to Calculate, Phonological Awareness, Read, Write Inc - Fresh Start as well as pre and post teaching as and when required for all children.

Social, Emotional and Mental Health

The school has TIZ trained class practitioners to support children with their emotional literacy; this may be in small groups, or on a 1:1 basis. In addition to this, children may be referred to the school's Pastoral Mentor and may access support from our learning

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mentor. Referrals have also been made to external agencies e.g. CAMHS for further assessment and support.

Sensory and/or Physical Needs

Where children are diagnosed with a sensory processing need, advice is taken from the Occupational Therapist and care plans followed. Occupational Therapy and Physiotherapy referrals are made for children who require further assessment. Funfit is provided for those that need extra support with gross motor skills.

At the end of the 2019/2020 academic year, there were 32 children receiving SEN support on the Record of Need, including 4 children with Education, Health and Care Plans or Statements of Educational Need.

The needs of these children on the Record of Need for 2019/2020 are broken down as follows:

Area of need	EYFS	Y1	Y2	Y3	Y4	Y5	Y6	Total
Communication and Language	0		2	3	1			
Cognition and Learning	0	2	1		4	6	7	
Social, Emotional and Mental Health	0			1	1		1	
Sensory and Physical	0		1				2	
Total	0	2	4	4	6	6	10	32

Quality of provision is monitored by classroom observations, learning walks, pupil conferencing, outside agency and in class support such as speech and language monitoring and occupational therapy supervision.

Impact of provision is measured by analysing data to ensure that appropriate progress and attainment has been achieved, meetings with teachers, parents and SENCo, and outside agency reports.

Support Staff Deployment

Support staff are deployed in a number of roles:

- Classroom TAs
- Group Intervention such as Pre and Post Teaching, SNIP Dyslexia Program, Speed Up Handwriting Program.
- 1:1 to meet the learning needs of children with Statement / EHCP / Social, Emotional and Behavioural Needs

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- 1:1 to deliver speech and language programs (advised by the Speech and Language Therapist)
- 1:1 support Learning Mentor
- Sensory / physio / OT / medical plans

Quality and Impact of provision is monitored by data analysis, supervision meetings, pupil conferencing and discussion with parents.

Distribution of Funds for SEN:

During the year 2019-20, the budget for SEN and Inclusion was **£ 16,467.49**

This was allocated in the following ways:

- Support staff
- Learning Mentors
- External Services (see school's Local Offer)
- Teaching and Learning Resources
- Staff training

Continuing Development of Staff Skills

Area of Knowledge / Skill	Staff Member	Training Received
Pastoral / Well Being	Learning Mentor All TAs	TIS training Mind Ed Training
Safeguarding	Headteacher DSLs SLT	Safer recruitment Child Protection Level 3
	All Staff SENCO	Child Protection Prevent
Behaviour Management	Teamteach - JP, TP, CM (KS2), HS (EYFS), HS (KS1)	De-escalation through Teamteach
SEMH Management	Emotion Coaching	All staff training with Education Psychology Service.
Acute Allergy	Named TAs and Teacher	Epi-Pen Training
Medical	Teacher (CA) TA (ZK) TAs Teacher	Diabetes Training First Aid including Paediatric First Aid

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Well being	TA Teachers Deputy Head	First Aid at Work Paediatric First Aid
Curriculum Delivery - Quality First Teaching	Teachers TAs	Guy Claxton Training Phonological Awareness Precision Teaching Effective questioning to support reading Read Write Ink Maths Hub
English Maths	TP, KL, CM	
Individual Needs	Teachers	Staff surgeries with EP

Training needs are identified by completing an audit of staff skills alongside an audit of the need of the children - identified by the provision they need to access.

Partnerships with other settings and how we manage transition

Lanner has worked with a number of settings and schools in the area in the following ways:

- SENDCo partnership with other schools (including schools within the Crofty Multi-Academy Trust)
- Transition into Lanner Primary from other mainstream schools.
- Planning meetings with nurseries to support transition into our EYFS
- Planning meetings with secondary settings for transition (including extended transition for those pupils needing it.
- Transition from class to class within the school.

We ensure that transition between nurseries to EYFS is smooth by having planned transition meetings in the summer term. Parents and children are invited to attend transition mornings in our EYFS where they are able to meet the staff and familiarise themselves with the environment. Home visits are carried out by the EYFS team during the summer term. Additional transition meetings and visit are planned for our most vulnerable children.

Transition between classes was challenging due to Covid-19 restrictions. Teachers interacted with all children using Dojo and SeeSaw. Those children who were attending in the Summer term were in small group “bubbles” but were able to see their classrooms for the next year. All pupils, including those with SEN received work appropriate to their

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needs and were regularly contacted by class teachers to ensure that they were safe and well. The school SENCo and DSL team maintained email and phone contact with some parents as and when needed.

At the end of the term all children received a transition pack that included a message from the Headteacher, photographs of their next teacher and their new classroom. These packs also gave all children the opportunity to tell their new teacher information about themselves. Most importantly the pupils also told their new teacher how they would like to be supported in the year ahead.

The transition from year 6 to senior schools was supported through discussion between the Year 6 teacher and the SENCos at the secondary schools. One enhanced transition which was started early in February 2020, saw a face to face meeting with the pupil, parent and SEN support staff from one of our local secondary schools. A school visit also took place before lockdown.

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 SEND Development/Action Plan. This can be found on our school website along with our SEF.

Our Complaints Procedure:

Anyone wishing to make a complaint with regard to SEN support and provision should inform the Headteacher and SENCo via the school office.

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

Other relevant information and documents:

The Designated Safeguarding Lead in our school is Claire Merrifield.

Our Deputy Safeguarding Leads are Kieran Walsh and Jayne Pascoe.

The Designated Children in Care person in our school is Claire Merrifield.

The Local Authority's Offer can be found at www.cornwallfisdirectory.org.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 Local Offer (our contribution to the Local Offer) can be accessed via the links on our website.

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Details about our curriculum, including how it is made accessible to children/young people with SEN, can be viewed from the link 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.