

# Perran-ar Worthal CP School

## SENCO Annual Report to Governors 2018 - 2019

Name of SENCo: Rachel Heffer

Dedicated time weekly: 6hrs

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Name of Special Educational Needs (SEN) Governor: Kevin Hewitt (former SEND governor and vice chair, volunteered to continue SEND governor role as an associate member)

School Offer/Information Report : June 2019

### **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 SEND.
- ✓ An inclusive, differentiated and personalised approach to enable all learners, including those with SEND, to engage with all aspects of school life.

### **Our Graduated Response for Learners:**

- ✓ Continual monitoring of the quality of teaching
- ✓ Identifying and tracking the progress of children that require support to catch up by assessment procedures
- ✓ Identification of children requiring SEND Support and initiation of “assess, plan, do, review” cycle.
- ✓ Consideration of application for Education, Health and Care Plan.
- ✓ All children identified as requiring SEND Support, or with an Education, Health and Care Plan (or statement) are on our Record of Need.

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

- ✓ Class teacher refers to SENDCO
- ✓ Ongoing curriculum assessments
- ✓ 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, including those with SEND, 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:**

<b><u>What</u></b>	<b><u>Who</u></b>	<b><u>When</u></b>
Informal Discussions	Teachers, TAs	Throughout the year
Parents’ Evenings	Teachers, TAs	Once a term
Home-School Book	Teachers, TAs	Daily
Assess, Plan, Do, Review meetings	Teachers, TAs, SENDCO	Once a term
Individual Pupil Conferencing	Teachers, TAs, SENDCO	Once a year for annual review.

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### **The Assess, Plan, Do, Review Cycle:**

For children on our Record of Need, an Assess, Plan, Do, Review cycle is established by the SENDCo in partnership with the child, their parents, the class teacher and the child's 1-1 Teaching Assistant. Please see our SEND Policy for further details.

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

- ✓ Communication and Interaction – Speech and Language; Occupational therapy
- ✓ Cognition and Learning – Dyslexikit; Pre-teaching; Task management boards ; Short term memory programmes
- ✓ Social, Emotional and Mental Health – Behaviour support service; Behaviour Project; Educational Psychologist
- ✓ Sensory and/or Physical Needs – Ball therapy programme; Specialised equipment; Physio therapy

During the 2017/2018 academic year, we have had 3 pupils with Educational Health Care Plans receiving SEND Support. A further 3 pupils receive support for speech and language and 1 pupil receives support for behavioural difficulties.

We monitor the quality of this provision by carrying out termly reviews of progress towards individual targets.

We measure the impact of this provision by use of tracking data from a baseline assessment where points progress in reading, writing and maths can be measured as well as collating evidence of progress towards specific individual targets.

### **Support Staff Deployment:**

Support staff are deployed in a number of roles:

- ✓ 1-1 Teaching Assistant(TA) for pupils with specific learning difficulties as outlined in their statements
- ✓ Small group intervention where SEND pupils are part of a group of pupils receiving a specific programme of work.

We monitor the quality and impact of this support by annual Performance Management Reviews and progress of pupils concerned.

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

This year, the budget for SEND and Inclusion was £15, 455

This was allocated in the following ways:

- ✓ Support staff - £15,455

In addition to the funding received for SEND, the school allocated some of its general funding for the following:

- ✓ Additional Support Staffing - £0
- ✓ External Services (See School Offer) - £900
- ✓ Teaching and Learning resources – £100
- ✓ Staff training – £200

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### Continuing Development of Staff Skills:

Date	Title / content of training and frequency	Who was involved?	Outcomes / impact of training/meeting
4 <sup>th</sup> October 2018	Early Help Hub	Headteacher/SENDSCO and Nick Ross (Early Help Hub Family Lead)	Meeting to discuss what the Early Help Hub can offer families at our school.
8 <sup>th</sup> October 2018	SALT session	TA and SALT	Opportunity for TA to observe and work with the SALT during a speech and language session with a pupil.
9 <sup>th</sup> October 2018	Autism in the Early Years	EYFS teacher and TA	Training to raise awareness of what to look for in the Early Years.
10 <sup>th</sup> October 2018	Dyslexia Friendly Training	All staff	To raise staff awareness of dyslexia traits and to provide an all-inclusive dyslexia friendly approach to teaching across the school.
12 <sup>th</sup> October 2018	Dyslexia Friendly Advisor school visit, Jo Davidson	Headteacher/SENDSCO	To discuss any support needed for working towards a dyslexia friendly status school. Initial audit of where we are now.
5 <sup>th</sup> November 2018	SALT session	TA and SALT	Opportunity for TA to observe and work with the SALT during a speech and language session with a pupil.
7 <sup>th</sup> November 2018	SEND Governor Monitoring Visit	Headteacher/SENDSCO and Kevin Hewitt (SEND Governor)	To share progress of SEND provision and receive a report following monitoring of all aspects of SEND in the school with action points for further improvement where necessary.
9 <sup>th</sup> November 2018	Cognition and Learning Annual Conference	Headteacher/SENDSCO	Continuing professional development and knowledge in role of SENDSCO.
12 <sup>th</sup> November 2018	SALT session	TA and SALT	Opportunity for TA to observe and work with the SALT during a speech and language session with a pupil.
20 <sup>th</sup> November 2018	SALT session	TA and SALT	Opportunity for TA to observe and work with the SALT during a speech and language session with a pupil.
12 <sup>th</sup> December 2018	SENDSCO network meeting	Headteacher/SENDSCO	SEND updates and networking
23 <sup>rd</sup> January 2019	SENDSCO network meeting	Headteacher/SENDSCO	SEND updates and networking
30 <sup>th</sup> January 2019	SALT session	TA and SALT	Opportunity for TA to observe and work with the

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			SALT during a speech and language session with a pupil.
30 <sup>th</sup> January 2019	Dyslexia Friendly Training for Staff and Governors	Governors and Staff	To raise awareness of Dyslexia and understand the standards.
11 <sup>th</sup> February 2019	SALT session	TA and SALT	Opportunity for TA to observe and work with the SALT during a speech and language session with a pupil.
12 <sup>th</sup> February 2019	SEND Governor Monitoring Visit	Headteacher/SEND CO and Kevin Hewitt (SEND Governor)	To share progress of SEND provision and receive a report following monitoring of all aspects of SEND in the school with action points for further improvement where necessary.
25 <sup>th</sup> February 2019	SALT session	TA and SALT	Opportunity for TA to observe and work with the SALT during a speech and language session with a pupil.
27 <sup>th</sup> February 2019	SEND Preparing for Ofsted	Headteacher/SEND CO	To ensure SEND CO is fully prepared for Ofsted with reference to the new Ofsted framework.
4 <sup>th</sup> March 2019	SALT session	TA and SALT	Opportunity for TA to observe and work with the SALT during a speech and language session with a pupil.
6 <sup>th</sup> March 2019	Bloom Conference	Headteacher/SEND CO	Opportunity to become more familiar with the Bloom concept and network with local schools.
8 <sup>th</sup> March 2019	Team Teach Training	Headteacher/SEND CO and Senior Member of Staff	To enable staff to fully support pupils through positive handling when necessary.
14 <sup>th</sup> March 2019	Dyslexia Friendly Status training	Headteacher/SEND CO	To support SEND CO in completing and audit and action plan for gaining Dyslexia Friendly Status.
14 <sup>th</sup> March 2019	Dyslexia Friendly workshop for Parents	Parents	To have the opportunity to become more familiar with the range of dyslexia traits and how to support their child.
3 <sup>rd</sup> May 2019	Annual SEND CO Conference	Headteacher/SEND CO	Updates, key note speaker on Mental Health, recognising the signs and how to support pupils.
8 <sup>th</sup> and 9 <sup>th</sup> May 2019	Trauma Informed School Training (TIS) – day 1 and 2	Headteacher/SEND CO and Senior Member of Staff	How to support pupils who have experienced trauma that has resulted in

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			behavioural changes and mental health concerns.
22 <sup>nd</sup> May 2019	Physio therapist session	TA	Opportunity for TA to observe Physio session when working with a child.
20 <sup>th</sup> and 21 <sup>st</sup> June 2019	Trauma Informed School Training (TIS) – day 3 and 4	Headteacher/SENDCO and Senior Member of Staff	How to support pupils who have experienced trauma that has resulted in behavioural changes and mental health concerns.
24 <sup>th</sup> June 2019	SALT session	TA and SALT	Opportunity for TA to observe and work with the SALT during a speech and language session with a pupil.
26 <sup>th</sup> June 2019	Meeting with SEND Governor – annual review of documents	Headteacher/SENDCO	To update all statutory documents. Behaviour and anti-bullying policy.
11 <sup>th</sup> and 12 <sup>th</sup> July 2019	Trauma Informed School Training (TIS) – day 5 and 6	Headteacher/SENDCO and Senior Member of Staff	How to support pupils who have experienced trauma that has resulted in behavioural changes and mental health concerns.

We monitor the impact of this training by SEND governor monitoring visits; School Improvement Partner visits; internal observations of teachers and TAs

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

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

- ✓ The SENDCO team are part of a group of cluster schools that meet half termly to share good practice and carry out joint training.
- ✓ Transition meetings are held with the secondary school SENDCO to inform on SEND pupils joining them.

We ensure that the transition from Nursery to Reception is smooth by holding an initial transition meeting with the senior locality SENDCO, the child's pre-school key worker and parent. We also create personalised transition booklets to enable the child to familiarise themselves with the school before they attend.

We support the transition from one year group to another by holding annual review meetings and transition meetings between internal staff.

The transition from year 6 to secondary school is supported through a transition meeting with the Year 7 tutor and the secondary school SENDCO.

For children with SEND, we also produce transition books where this may be necessary for the child.

Parents are included in this process through regular review meetings and transition meetings. They are also encouraged to keep regular contact with the school through the weekly open class sessions where they can speak to the class teacher or their child's 1-1 TA.



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## **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 Improvement Plan, which includes our SEND Development/Action Plan. This can be found on our school website.

## **Our complaints procedure:**

Anyone wishing to make a complaint with regard to SEND support and provision should discuss their concerns with the SENDCO in the first instance and then if necessary refer to the school's complaints policy which can be found on our school website. A hard copy can be obtained from the school office.

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

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

The Designated Safeguarding Lead in our school is Hannah Pallot

The Deputy Designated Safeguarding Lead in our school is Rachel Heffer

The Designated Children in Care person in our school is Rachel Heffer

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

Our Accessibility Plan can be found on our website.

A copy of our School Improvement Plan can be obtained from the school office. A summary of the School Improvement priority areas can be found on our school website.

Our SEND Policy and School Offer and Information Report (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 SEND, is outlined in our school offer.

Our SEND 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 SEND Information Report July 2018.