



Devoran School SEN Information Report 2016-2017

Name of SENCo: Sarah Kerrison Dedicated time weekly: 2 days (SENCo/Thrive)

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Name of SEN Governor: Lisa Anderson

School Offer link: <https://www.cornwall.gov.uk/education-and-learning/schools-and-colleges/special-educational-needs-file/the-local-offer/>

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 personalised approach to enable all learners, including those with SEN, to engage with all aspects of school life.
- ✓ Refer to Teaching and Learning Policy

Our Graduated Response for Learners:

- ✓ Continual monitoring of the quality of teaching
- ✓ Identifying and tracking the progress of children/young people that require support to catch up by regular ongoing monitoring of data
- ✓ Identification of children/young people requiring SEN Support and initiation of “assess, plan, do, review” cycle.
- ✓ Consideration of application for Education, Health and Care (EHC) 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.

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

- ✓ Class teacher refers to SENCO - criteria
- ✓ 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/young people, including those with SEN, is set out in our School Offer. Our measures to prevent bullying can be seen in our Anti-Bullying Policy.



Devoran School SEN Information Report 2016-2017

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, Parents, Children and SENCo as needed	Parent meetings, Staff meetings, referral meetings.
Parents' Evenings	Child, parents, teacher and SENCO if requested.	2 x a year
Home-School Book	TA/Class teacher/child and parent	1 x a week
Newsletters	Headteacher writes in order to share information with parents	Weekly Newsletter every Friday Safeguarding newsletter minimum of once a month
Surveys	Children, staff and parents	November and June
Assess, Plan, Do, Review meetings	Child, parent, class teacher, TA, SENCo and external agency as needed.	2 x year School Reviews (November and July) 1 x annual review for statement/EHC plan 1 x Secondary Transfer Review

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 the SENCo in partnership with the child/young person, their parents and the class teacher. Please see our SEN Policy for further details.

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

- ✓ Communication and Interaction – the Speech and Language Therapy (SALT) service has been monitoring and providing goal sheets for three of our children. One TA has been providing speech and language intervention for the children following the goal sheets provided by the Speech and language therapist for at least 10 mins, 3x a week. They have been present at review meetings with the Speech and Language therapist. Following the intervention one child has been discharged from the SALT service and removed from the RON after receiving intervention for 2 years. The child was placed 'On Alert' and continued to receive SALT at the discretion of their class teacher.
- ✓ Cognition and Learning – six children were screened using the Dyslexia Screening Test and one child was referred to an Educational Psychologist. As a result of the reports, maths, literacy, reading and phonics awareness interventions were set up and run to carry out the recommendations of the children's reports. A member of the Dyslexia Service visited to



Devoran School

SEN Information Report 2016-2017

assess the provision for one of our children. It was agreed that as their needs are being met within Universal (Class) and Targeted (Group) provision, they would remain on our 'On Alert' register.

- ✓ Social, Emotional and Mental Health – All children in the school were screened twice during the year using Thrive Online. As a result, individual and small groups were identified and action plans written for each child/group. The child/children attended fortnightly sessions with the SENCo. Two children were added to the SEN register as a result of referrals to the Social, Emotional and Behaviour Support Service, one of whom was also referred to the Educational Psychologist. An EHC request for referral has been made for another child on the basis of their social, emotional and mental health needs. A discretionary grant of £1575 has been awarded to help with the costs of providing 1:1 support throughout the school day for this child in the meantime. Risk Assessments have been written for two children.
- ✓ Sensory and/or Physical Needs – working closely with the Physical and Medical Advisor, we discussed the needs of our children and continue to look at options to further support the children. Examples of this include providing children with laptops, writing slopes etc. Referrals may also be made to the Developmental Coordination Disorder pathway where assessments can be carried out. Relevant external agencies visited the school to monitor, assess and make recommendations for provision, especially for children that are in receipt of a statement.

During the 2016/2017 academic year, 14 children/young people were placed on our Record of Need and received SEN Support. Two children/young people had an Education, Health and Care Plan converted from their Statements of Educational Need and had 1:1 TA support throughout the day. A further child was given 1:1 support to facilitate their learning and social integration into the class. 12 children were placed 'On Alert' and 13 children received either group or individual Thrive Intervention.

We monitored the quality of this provision through meetings with children, parents, school staff and relevant external agencies.

We measured the impact of this provision by the monitoring of data and reports from external agencies.

Support Staff Deployment:

Support staff are deployed in a number of roles:

- ✓ 1:1 TAs to ensure access to the curriculum as outlined in objectives and provision in Statements of Educational Needs.
- ✓ TAs delivering specific group intervention programmes – Phonics Awareness, Project X Reading Intervention, Fresh Start, class based maths and literacy interventions.
- ✓ TAs used to deliver Speech and Language intervention as requested by SALT.
- ✓ TAs used to deliver activities as recommended by Physiotherapist.



Devoran School

SEN Information Report 2016-2017

We monitored the quality and impact of this support by observations, performance management and the assessment of data.

Distribution of Funds for SEN:

This year, the budget allocated for SEN and Inclusion was £9,726.

This was allocated in the following ways:

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

Continuing Development of Staff Skills:

<u>Area of Knowledge/Skill</u>	<u>Staff Member</u>	<u>Training Received</u>
Safeguarding	All Staff	Level 2
Thrive	Sarah Kerrison	PowerPlay
Dyslexia	Sarah Kerrison	Memory Workshop
Dyslexia	Sue Roberts	Memory Workshop
Hearing Support	Sue Roberts	Supporting a child with hearing difficulties in the classroom
P-Scales	Sarah Kerrison	Supporting Children with Complex Communication Needs
P-Scales	Carol Stephens	As Above
Attachment	Sarah Kerrison	Attachment and Relationships
Attachment	Lucie Emblin	Attachment and Relationships
Attachment	Sonja Jaworski	
Early Years	Sarah Kerrison	Five to Thrive
Early Years	Sonja Jaworski	Five to Thrive
SEN information	Sarah Kerrison	Preparing SEN information for Ofsted inspections.
SEN Workshops	Sarah Kerrison	ASD, Art and Dance therapy, Outdoor learning
TA Training	Tamar Slattery	Maximising TA impact
TA Training	Shikeira Holdroff	Maximising TA impact
Anxiety Conference	Sarah Kerrison	Supporting young people in schools with Anxiety

Whole school training this year has included Safeguarding.

Groups of Staff have also developed their knowledge of Phonics through training on Read Write Inc.

We monitor the impact of this training by observations of interventions and data.



Devoran School

SEN Information Report 2016-2017

Partnerships with other schools and how we manage transitions:

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

- ✓ Home visits
- ✓ SENCo and pastoral workers visits
- ✓ Additional visits to pre-school and secondary schools
- ✓ Additional visits for individuals to secondary schools as required
- ✓ Passports shared with secondary schools.

We ensure that the transition from Nursery to Reception is smooth by home visits (as required), pre-school visits, weekly Learning Together sessions at school for parents and pre-school aged children. A number of combined Foundation Stage and Pre-school trips are planned to the school, such as Teddy Bear Picnics and Easter Egg Hunts, as well as trips to the beach and to the zoo. The Foundation Stage teacher has three meetings with parents and the Early Years SENCo to ensure the smooth transition of information for the children due to start in the following September.

We support the transition from Foundation Stage to Year 1 by transition afternoons to Year 1 and the Year 1 teacher attends summer trips and visits.

We help children to make the move from year throughout the rest of the school by transition mornings for children to their new classes and teachers, and transition meetings between class teachers.

The transition from Year 6 to secondary school is supported through visits from Year 5 onwards to feeder secondary school. Two whole day transition days take place in the summer term. Secondary SENCos are also invited to attend the Year 5 and Year 6 annual reviews to meet with prospective children and parents. All five children had various access arrangements in order to sit their SATs papers, including extra time, scribes, readers and rest breaks.

Additional visits/afternoons were arranged for the Year 6 children/young people to visit and take part in activities as arranged by the secondary SENCo. SEN children are also offered the opportunity to attend Summer Challenge Activity Weeks at their chosen secondary school in the summer holidays.

Parents are included in this process through invitations to SEN meetings at the secondary schools to meet with the SENCo.

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.



Devoran School

SEN Information Report 2016-2017

Our complaints procedure:

Anyone wishing to make a complaint with regard to SEN support and provision should refer to the complaints policy.

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 the head teacher Mike Thiele.

The Designated Children in Care person in our school was the head teacher Mike Thiele.

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

The School Development plan can be found on our website.

Our SEN Policy and School Offer (our contribution to the Local Offer) can be accessed via the links 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.

The new Headteacher has initially approved this information report on behalf of the Governing Body and will share at the next Governing Body meeting set for Monday 13th November.