



Devoran School

SEN Information Report 2015-2016

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 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.

How we listen to the views of children/young people and their parents:

<u>What</u>	<u>Who</u>	<u>When</u>
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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 Newsletter 1 x a month
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 pla

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 has been:

- ✓ Communication and Interaction – The Speech and Language Therapy Service has been monitoring and providing goals sheets for four of our children. Four TAs have been providing speech and language intervention following the goal sheets provided by the Speech and language therapist for at least 10 mins, 3x a week. They have been present at the all review meetings with the Speech and Language therapist. As a result of the intervention one child has been discharged from the SALT service and removed from the RON after receiving intervention for 3 years. Two children have been identified as requiring SALT. They have been referred and are currently being assessed by SALT therapist.
- ✓ Cognition and Learning – 5 children were screened by the Dyslexia Service or 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.
- ✓ 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 weekly sessions with the SENCo. All children who attended sessions made improvements in their overall score.
- ✓ Sensory and/or Physical Needs – 3 children were identified as having physical needs within the school. Two of the three children have Statements of Educational Need which were reviewed annually. They also had 1:1 TAs within the class at all times to ensure that they had equal access to the curriculum. Relevant external agencies visited to monitor, assess and make recommendations for provision.



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During the 2015/2016 academic year, 10 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 or a Statements of Educational Need and had 1:1 TA support throughout the day. A further 6 children were placed 'On Alert' and 11 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, 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 Physio.
- ✓ A total of 3 teachers were employed to teach a class in the mornings for the Summer Term to facilitate accelerated progress for the children that were identified as underperforming.

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 for SEN and Inclusion was £9864

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>
<u>Dyslexia</u>	<u>Sue Roberts</u>	<u>Dyslexia Champion Course</u>
<u>Thrive</u>	<u>All Staff</u>	<u>Overview</u>
<u>Thrive</u>	<u>Sarah Kerrison</u>	<u>Online Refresher Course</u>



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<u>Dyslexia</u>	<u>Sarah Kerrison</u>	<u>Phonics Awareness</u>
<u>Dyslexia</u>	<u>Carol Stephens</u>	<u>Phonics Awareness</u>
<u>Pscases</u>	<u>Mary Sydenham</u>	<u>Supporting Children with Complex Communication Needs</u>
<u>Pscases</u>	<u>Melissa Casey</u>	<u>As Above</u>
<u>Penhaligans Friends</u>	<u>Sarah Kerrison</u>	<u>Bereavement</u>
<u>Penhaligans Friends</u>	<u>Mike Theile</u>	<u>Bereavement</u>
<u>Emotional Coaching</u>	<u>Sonja Jaworski</u>	<u>Enabling young children to manage their behaviour</u>
<u>TACs</u>	<u>Sarah Kerrison</u>	<u>Lead Professional training</u>
<u>SALT</u>	<u>Sonja Jaworski</u>	<u>Working with Children who have unclear Speech</u>

Whole school training this year has included Thrive Online training.

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.

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.

This year, one child requiring SEN Support came to us from our partner pre- schools, with no children/young people with Education, Health and Care Plans or Statements of Special Educational Need. Successful Y6 transfers to secondary school this year (Sept 2016) include: one child on our Record of Need, one child 'On Alert', and four children on our 'Thrive' register.

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.

We support the transition from Foundation Stage to Year 1 by transition afternoons to Year 1 and the Y1 teacher attends summer trips and visits.



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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 Y5 onwards to feeder secondary school. Two whole day transition days take place in the summer term. Secondary SENCos are also invited to attend the Y5 and Y6 annual reviews to meet with prospective children and parents.

For children/young people with SEN, we also arrange additional visits/afternoons 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.

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 is Mike Theile.

The Designated Children in Care person in our school is Mike Theile.

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 Governing Body approved this SEN Information Report Autumn 2016