



## Devoran School SEN Information Report 2020-2021

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Dedicated time weekly: 1 day (SENCo)

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Name of SEN Governor: Penny Hermes

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.
- ✓ Please refer to Teaching and Learning Policy for more details.

### **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 whose needs are additional and different and who require SEN Support; placement on the School's Record of Need; 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 are on our Record of Need.
- ✓ A further record is kept of children who have identified barriers to learning. They are put 'On Alert' for any of the following reasons.
  1. New pupil
  2. Working below national expectations
  3. At risk of not meeting their targets
  4. Change in circumstances

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

- ✓ Class teacher refers to SENCO - criteria
- ✓ Ongoing curriculum assessments
- ✓ Termly tracking progress using data
- ✓ Further assessments by specialists, including those from external agencies



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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. Our measures to keep all children, including those with SEN, safe are outlined in our Safeguarding 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	Class teachers, Parents, Children and SENCo as needed	Daily via telephone, Class Dojo, online meetings
Parent Consultations	Child, parents, teacher and SENCo if requested.	2 x a year albeit via Teams / telephone due to COVID
Parent communication possible via Class Dojo	Parents with teachers and SLT	Daily or when appropriate
Parent voice through the Leading Parent Partnership Accreditation	All parents were invited to support this through the weekly newsletters	Awarded to us in March 2020
Newsletters	Head teacher writes in order to share information with parents	Weekly Newsletter every Friday Safeguarding newsletter minimum of once a month
Pupil Parliament	Children and Staff	Monthly – unfortunately this didn’t happen as a result of COVID
Pupil Conferencing	School Improvement Partner	Behaviour audit where he asked for the views of the children to inform future planning
Assess, Plan, Do, Review meetings Multi Agency Referral Meetings Multi Agency Review Meetings	Child, parent, class teacher, TA, SENCo and external agencies as needed.	3 x year school IPP review meetings. Meetings via telephone and online due to lockdown restrictions. Secondary transfer reports. Interim Reviews as needed
Online meetings to support the wellbeing of our children	Teachers did this through Teams to get children seeing one another virtually	Throughout lockdown
Online meetings with parents during lockdown	Headteacher	Throughout lockdown



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Surveys sent out to parents during lockdown on the children's return to check wellbeing	Headteacher	After the lockdown period
Remote learning communication throughout lockdown and during periods of self isolation for individual children/families.	All staff	From January - March 2021

### **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:**
  - Speech and Language referrals, assessments, monitoring and reviews
  - 1:1/Small group SALT intervention.
  - Visual Support
  - Social Stories
  - Traffic Light Cards
  - Visual time-tables
  - School Reports written to support ASDAT referrals
  
- ✓ **Cognition and Learning:**
  - Dyslexia Screening tests
  - Nessy Reading and Spelling intervention
  - Focus group intervention in all areas of Literacy and Maths
  - Targeted additional adult support
  - Precision Teaching
  - Visual Aids
  - Now/Next boards
  - Additional thinking time
  - Individual work stations
  - Readers
  - Scribes
  - Individual time-tables devised during lockdown
  - Individual children offered places in school during lockdown
  - iPads lent to individual children during lockdown to access remote learning



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Lexia used as a tool

Nessy, Mathletics and Times Table Rockstars to support learning at home

✓ **Social, Emotional and Mental Health:**

Referrals to Kernow SEMH Support Services

Referrals to Early Help Hub – Online Parenting Workshops

Play therapy

1:1 with Trauma Informed School (TIS) Practitioner/TA

Small Group intervention with TA

Access to Learning hub/sensory space

Calm/Safe places set up in and outside classes/playground

Emotional Risk Assessments

✓ **Sensory and/or Physical Needs:**

Referrals and assessments were carried out by the Physical and Medical Needs Advisory Service.

Recommended provisions put in place included laptops, iPads, writing slopes, use of ICT, suitability for KS2 Access Arrangements.

Recommended provisions put in place from Developmental Coordination Disorder Pathway and Occupational Therapist.

Sensory aids/equipment provided.

Alternative PE provision put in place.

By the end of 2020/21 academic year, nineteen children/young people were on our Record of Need and received SEN Support and 16 children were highlighted and were being monitored as 'On Alert'. No child / young person had an Education, Health and Care Plan. Three children were given 1:1 provision to facilitate their learning and social integration within the class and school.

Three children were put 'On Alert' at the beginning of Y6 to ensure they received booster interventions and a smooth transition into secondary school. A further five children were put 'On Alert' at the end of the year as a result of Dyslexia Screening Tests and to aid transition/intervention and to ensure provision continued into the next class. Nine children received either group or individual TIS (Trauma Informed Schools) Intervention and / or specialist play therapy.

We monitored the quality of this provision by book scrutiny, pupil conferencing and learning walks, as well as through online and telephone meetings with children, parents, school staff and relevant external agencies as well as strength and difficulty questionnaires (before and after play therapy sessions).

We measured the impact of this provision by termly Assess, Plan, Do Review Meetings, monitoring of data and reports from external agencies.

**Support Staff Deployment:**



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Support staff were deployed in a number of roles:

- ✓ 1:1 Provision to ensure access to the curriculum as outlined in risk assessments.
- ✓ TAs delivered specific individual and group intervention programmes – e.g. TIS, Read Write Inc, Speed Up Handwriting, Stareway to Spelling and 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 and PMNAS – FunFit, WRAPs
- ✓ Playground support
- ✓ Lunchtime support
- ✓ PPA Cover (HLTAs)
- ✓ First Aid
- ✓ Part time teacher employed to deliver small group booster and maths interventions for Years 5 and 6.

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

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

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 in SEN:**

This is not an exhaustive list, but the SEN training includes the following:

SEN Inclusion	Victoria Lock	BAME Inclusion Conference
Safeguarding	Victoria Lock	Child Exploitation – Designated Teacher
Safeguarding	Victoria Lock	Designated Safeguarding Lead – safeguarding update for education staff
Safeguarding	Victoria Lock	Safeguarding Train the Trainer training
Safeguarding	Whole Staff	Keeping Children Safe in Education Part 1 – Assessment
Safeguarding	Anna Morris	Safeguarding – Level 3
Safeguarding/SEMH	Victoria Lock	Virtual School Conference
Safeguarding/SEMH	Victoria Lock	Cornwall Virtual Schools Designated Teacher
SEMH	Leigh Churcher	Psychological First Aid: Supporting Children and Young People



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SEMH	Emma Inkpen	Attachment in the Early Years
SEMH	Emma Inkpen	Childhood in Crisis
SEMH	Emma Inkpen	Making Sense of Mental Health Problems
SEMH	Emma Inkpen	Teaching for Good Behaviour
SEMH	Emma Inkpen	Supporting Children and Young Peoples Wellbeing
SEMH	Emma Inkpen	Introduction to Child Psychology
SEMH	Victoria Lock	Mental Health & Wellbeing in Schools
SEMH	Victoria Lock	Brain Based Attachment Intervention to Transform Troubles Lives
SEMH	Whole Staff	TIS Training Part 2
SEMH	Mary Sydenham Clare Trotman	TIS Practitioner Training
SEMH	Sharon Tippett	Advanced Certificate in the Role of the Mental Health Lead
Cognition and Learning	Sarah Kerrison	Cognition and Learning Virtual Conference
Cognition and Learning	Victoria Lock	Addressing the Disadvantage Gap
Cognition and Learning	Colleen Covey Olivia Hubbard	Fundamentals of Phonics Workshop
Cognition and Learning	Emma Inkpen	Understanding Dyslexia
Cognition and Learning	Emma Inkpen	Attention in the Early Years
Cognition and Learning	Lucie Emblin Colleen Covey	David Morgan Education – The Easy Read System
Cognition and Learning	Colleen Covey	Brainfit - Relationship between Attention and Learning
Cognition and Learning	Colleen Covey	Brainfit - Strategies to help your learner plan better, focus longer and learn faster
Cognition and Learning	Victoria Lock	Accelerated Reader
Communication and Interaction	Colleen Covey	BASE Baby watching Training
Communication and Interaction	Lucie Emblin Gemma Austin	NELI – Nuffield Early Language Intervention
Physical and Medical Needs	Whole Staff	SALT – Aspiration/Severe Reflux Training
Physical and Medical Needs	Lucie Emblin Emma Inkpen Sarah Evans Esther Hoskin	Paediatric First Aid – 2 day



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Physical and Medical Needs	Leigh Churcher Julia Dodd Faye Dodson Olivia Hubbard Dan Morse Anna Morris Matt Tilley	Emergency Paediatric First Aid
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Groups of Staff have also developed their knowledge of Phonics through training on Read Write Inc. We monitored the impact of this training by monitoring teaching and learning.

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

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

- ✓ Early Years Teacher/TA Home visits
- ✓ Transition to Secondary Schools including those in the mainstream and ARBs (online).
- ✓ Transition into Foundation Stage class from Independent Nurseries
- ✓ Transition into Devoran mainstream from other mainstream and independent schools
- ✓ Additional visits to pre-school
- ✓ Individual Provision Plans shared with secondary schools
- ✓ Transition meetings and Multi Agency Meetings as well as specialist S&L support arranged to ensure smooth transitions

We ensured that the transition from Nursery to Reception for September 2020 went smoothly by arranging pre-school/nursery phone calls and COVID-secure home garden visits for parents and pre-school aged children before they started school in September 2020.

In the Summer Term of 2021, the foundation stage teacher arranged pre-school/nursery visits and weekly Learning Together sessions at school for parents and pre-school aged children. The foundation stage teacher also attended a Teddy Bears Picnic and beach trip to get to know the new cohort.

We helped children to make the move from one year to the next throughout the rest of the school by arranging a transition morning for all children to meet their new class teachers, and transition meetings were held between class teachers. A smooth transition was further planned for by the TA from each class moving up with their current class. Transition arrangements for a number of our SEN children included social stories and photographs of all relevant staff, the classrooms etc, being sent home for parents to share with their child over the holiday and children being invited into school before the beginning of term to see their new classrooms.



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The transition from Year 6 to some of the secondary schools was supported through transition days to their new school in the Summer Term of 2021. Secondary SENDCos were provided with copies of the children's Individual Provision Plans and telephone and online meetings were held with the Y6 teacher and SENDCo. SEN Parents were invited to contact their Secondary SENDCo directly with any questions or concerns.

### **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.

In February 2021, we signed up to Creative Education to help with the school with its recovery pathway. This offers a wide range of practical online video courses and training programs for the whole staff to develop their skills.

### **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 Victoria Lock.

The Designated Children in Care person in our school was the head teacher Victoria Lock.

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

The School Development plan can be found on our website.

Our Accessibility 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 report was shared with Governors and ratified by the Governing Body on 5 October 2021.