



Devoran School SEN Information Report 2018-9

Name of SENCo: Sarah Kerrison

Dedicated time weekly: 2 days (SENCo/Trauma Informed Schools)

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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.

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

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.



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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	Daily
Parents' Evenings	Child, parents, teacher and SENCO if requested.	2 x a year
Newsletters	Head teacher writes in order to share information with parents	Weekly Newsletter every Friday Safeguarding newsletter minimum of once a month
Student Council Pupil Conferencing	Children and Staff	Monthly
Assess, Plan, Do, Review meetings Team Around the Child meetings	Child, parent, class teacher, TA, SENCo and external agency as needed.	3 x year School Reviews (November, March and July) 1 x annual review for statement/EHC plan 1 x Secondary Transfer Review Interim Reviews as needed.

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
 - Request for Educational, Health and Care Plan Assessment

- ✓ **Cognition and Learning:**
 - Dyslexia Screening tests



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Referrals to Cognition and Learning Support Service
Referrals to Educational Psychologist
Focus group intervention in all areas of Literacy and Maths
Targeted additional adult support
Precision Teaching
Visual Aids
Additional thinking time
Individual work stations
Readers
Scribes
KS2 Access Arrangements

✓ Social, Emotional and Mental Health:

1:1 with Trauma Informed School (TIS) Practitioner/TA
Small Group intervention with TA
Penhaligon's Friends Intervention
Access to Learning hub/sensory space
Calm/Safe places set up in classes/playground
Lunchtime Nurture Group
Emotional Risk Assessments
Referrals to Early Help Hub

✓ Sensory and/or Physical Needs:

Referrals and assessments were carried out by the Physical and Medical Needs Advisory Service and the Vision and Hearing Support Teams.
Recommended provisions put in place included laptops, writing slopes, use of ICT, suitability for KS2 Access Arrangements.
Referrals and assessments were carried out by the Developmental Coordination Disorder Pathway and Occupational Therapist.
Sensory aids/equipment provided.

By the end of 2018/19 academic year, nine children/young people were on our Record of Need and received SEN Support. Three children/young people 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. One EHC request for an Assessment was made.

15 children were placed 'On Alert' and 8 children received either group or individual TIS (Trauma Informed Schools) Intervention.

We monitored the quality of this provision by lesson observations, book scrutiny, pupil conferencing and learning walks, as well as through meetings with children, parents, school staff and relevant external agencies.



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

Support Staff Deployment:

Support staff were deployed in a number of roles:

- ✓ 1:1 Provision to ensure access to the curriculum as outlined in objectives and provision in Education, Health and Care Plans.
- ✓ TAs delivered specific individual and group intervention programmes – eg TIS, Read Write Inc, Time to Talk 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.
- ✓ TAs set up and ran Nurture Group during lunchtime.
- ✓ Playground support
- ✓ Lunchtime support
- ✓ PPA Cover (HLTAs)
- ✓ First Aid
- ✓ Part time teacher employed to deliver small group literacy and social skills interventions

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:

Cognition and Learning	All staff (INSET day)	Art of Brilliance by Martin Burder
Cognition and Learning	Sarah Eva	R.W.Inc training
Social Emotional and Mental Health	Anna Morris Victoria Lock	Headstart Training – Trauma Informed Schools
Safeguarding	Victoria Lock	Designated Teacher for Children in Care meeting
Cognition and Learning	Faye Dobson	Spelling training (Ruth Miskin)



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Social Emotional and Mental Health	Whole Staff	Trauma Informed Schools Training
Cognition and Learning	Rachel Pearce	NQT training (Maths)
Safeguarding	Daniel Morse	Think You Know course (E-Safety)
Cognition and Learning	Lucie Emblin	Early Years Training
Safeguarding	Whole Staff	Level 2 Safeguarding training
Social Emotional and Mental Health	Rachel Pearce	NQT Training – behaviour management
Safeguarding	Anna Morris	Level 3 Safeguarding refresher
Social Emotional and Mental Health	Victoria Lock	Autism, Mental Health and Exclusions Conference

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
- ✓ SENCo home visits
- ✓ Transition to Secondary Schools including those in the mainstream and ARBs.
- ✓ Transition into Foundation Stage class from Independent Nurseries
- ✓ Transition into Devoran mainstream from other mainstream schools
- ✓ Additional visits to pre-school and secondary schools
- ✓ Additional visits for individuals to secondary schools as required
- ✓ Passports shared with secondary schools.
- ✓ Transition meetings and Early Support CAF/TAC meetings arranged to ensure smooth transitions

We ensured that the transition from Nursery to Reception went smoothly by arranging home visits (as required), pre-school visits and weekly Learning Together sessions at school for parents and pre-school aged children. A number of combined Foundation Stage and Pre-school trips were 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 and SENCo attended TAC meetings with parents and the Early Years SENCo to ensure the smooth transition of information for children due to start in September.



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The Early Years Inclusion Officer was invited to the school to look at provision being offered in Foundation Stage.

We supported the transition from Foundation Stage to Year 1 by transition afternoons to Year 1 classroom and the Year 1 teacher attended FS summer trips and visits.

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. Transition arrangements for a number of our SEN children included photographs of all relevant staff, the classrooms etc, being sent home for parents to share with their child over the holiday.

The transition from Year 6 to secondary school was supported through visits from Year 5 onwards to our feeder secondary school. Two whole day transition days took place in the summer term. Secondary SENCos/Support Staff were invited to attend Year 6 annual reviews to meet with prospective children and parents.

A number of Year 6 children had various access arrangements in order to sit their SATs papers, including additional time, readers and rest breaks.

Additional visits/afternoons were arranged for some Year 6 children/young people to visit and take part in activities as arranged by the secondary SENCo.

Parents were included in this process through invitations to SEN meetings at a number of 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 was the head teacher Victoria Lock.

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



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The Local Authority's Offer can be found at 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.

This information report was shared, challenged and ratified by the Governing Body in September 2019 and will be reviewed again in the Autumn term, 2020.