

DSEN Information Report – July 2020

Name of SENCO: Claire Davis

Dedicated time weekly: 4 days

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Contact Phone Number: 01872 274020

Name of DSEN Governor: Liz Phillips

School Offer link:

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 DSEN.
- ✓ 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 our Teaching and Learning Policy for more details

Our Graduated Response for Learners:

- ✓ Continual monitoring of the quality of teaching
- ✓ Identification of individuals who require support to catch up; addressing their short-term barriers to learning; monitoring and tracking their progress.
- ✓ 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 Plan.
- ✓ All children/young people identified as requiring SEN Support, or with an Education, Health and Care Plan (EHCP) are on our Record of Need.

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

- ✓ Class teacher refers concerns to SENCO
- ✓ Ongoing curriculum assessments
- ✓ Termly tracking progress using data
- ✓ Further assessments by SENCO and, where appropriate, by external agencies

We take a holistic approach by considering 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 children with DSEN, safe are outlined in our Safeguarding Policy and behaviour policy.

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

<u>What</u>	<u>Who</u>	<u>When</u>
Informal Discussions	All pupils	Daily
Parents' Evenings/Reports	All pupils	Termly
Home-School Book	Individual children	Daily
Assess, Plan, Do, Review meetings	Pupils on School Record of Need	Termly
Team Around the Child/Family Meetings	Individual pupils	At least Half Termly
Pupil Parliament	Representatives from all Class	Half termly

Questionnaires	All pupils, staff and parents	Annually
Parent / Headteacher Meetings	Class Parent Representative	Monthly

The Assess, Plan, Do, Review Cycle:

For children on our Record of Need, an Assess, Plan, Do, Review cycle will be established by the SENCO in partnership with the child, their parents and the class teacher. Please see our DSEN Policy for further details.

This year, provisions made for children on our Record of Need has included:

- ✓ Communication and Interaction :
 - Speech and Language 1:1 and/or small Group Intervention
 - Social Stories
 - Makaton
 - PECs and Visual support
 - Now and Next boards
 - Task boards
 - Augmented Communication Aids
 - Social curriculum intervention 1:1 and small group
- ✓ Cognition and Learning :
 - Focus group Interventions in all areas of Literacy and Numeracy
 - Targeted Additional Adult Support
 - Pre-Learning
 - Visual Learning System
 - Working Memory Intervention
 - Phonological Awareness Intervention
 - Additional thinking time
 - Dyslexia Packs
 - Pre-School Learning Club (stay and play)
 - Catch-Up After School Club
 - Provision of laptop
 - Readers
 - Scribes
 - KS2 SATs Access Arrangements* (*no SAT's this year due to Covid 19)
- ✓ Social, Emotional and Mental Health :
 - Trauma Informed Schools Motional interventions
 - 1:1 with School Counsellor
 - 1:1 Mindfulness intervention
 - Big empathy drawing
 - Social curriculum intervention 1:1 and small group
 - Surf School
 - Horse Riding
 - Buddies
 - Trusted Adult Scheme
 - Access to Well-Being Room
 - Access to calm room
 - Access to Forest School
 - Dreadnought for Anger management intervention

- BF Adventure
- ✓ Sensory and/or Physical Needs :
 - Individual Laptop for recording
 - Fine Motor Control Intervention
 - Specialised equipment
 - Personalised Sensory Diet
 - Sensory aids eg chews, fidgets,
 - Fun Fit
 - TAC PAC
 - OT advised peanut ball intervention
 - Calm room for resting
 - Judo
 - Horse-riding
 - Music therapy

At the end of 2019/2020 academic year,

17.1% (56) pupils are on the school Record of need, 12% (40) pupils are SEN Support and 4.9% (16) pupils have an Education, Health Care Plans.

We typically monitor the quality of this provision by Lesson Observations; Book & Planning Scrutiny; Pupil Conferencing; Learning Walks. In addition we measure the impact of this provision by termly quantitative assessment and ongoing qualitative assessment*(covid 19 has led to an absence of consistent data for late Spring and Summer 2020).

Support Staff Deployment:

Support staff were deployed in a number of roles:

- ✓ Support in Classroom
- ✓ 1 : 1 Provision
- ✓ Small group intervention
- ✓ Playground support
- ✓ Lunchtime support
- ✓ Supporting at Afterschool Clubs
- ✓ Running Afterschool Clubs
- ✓ Breakfast Club
- ✓ PPA Cover (qualified teachers)
- ✓ First Aid
- ✓ Support for medical needs: diabetes, epilepsy.

We monitored the quality and impact of this support by Observations; Book Scrutiny; Pupil Conferencing.; Learning Walks .

Distribution of Funds for SEN:

This was allocated in the following ways:

- ✓ Providing ARB provision.
- ✓ Support staff

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

Continuing Development of Staff Skills In SEN:

<u>Area of Knowledge/Skill</u>	<u>Staff Member</u>	<u>Training Received</u>
Dyscalculia	M Rich	Dyscalculia SEN Southwest Services
Speech & Language	E Warner	ELKAN
Speech & Language	All Staff	Delivered by S&L Leader
NELI Speech and Language training	P Marquez	Nuffield Early Language Intervention
Emotion Coaching	All staff	Roosje Rautenback Educational Psychology Service
Trauma Informed Schools	All staff	Trauma Informed Schools
Trauma Informed Practitioner training	A Gibson	Trauma Informed Schools
Senior leader training	C Hutchison	
Physio training	J Fisher	Harriet Campbell Community Physiotherapist NHS
Manual Handling training	ARB staff	Red Cross
Managing and de-escalating challenging behaviour	H Parry	Kernow Teaching School Alliance
Sensory processing training	C Davis M Trewartha J Fisher	Early years inclusion
Visual aid training	C Davis M Trewartha J Fisher	Early years inclusion
Epilepsy training	R Whitehouse A Gibson C Davis J Taylor E Bebb M Cardy B Grace C Arnold J Badcock	Online paediatric epilepsy awareness training 2020
The National Award for SEN Coordination (Masters)	Claire Davis	Northampton University

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:

- ✓ Transition to Senior Schools including those in the mainstream, ARBs and Special Schools.
- ✓ Transition into the ARB from the Child Development Centre.
- ✓ Transition into Reception Class from Independent Nurseries and our school nursery

✓ Transition into Tregolls mainstream from other mainstream schools

This year 2020, 8 children requiring SEN Support and 4 child with Education, Health and Care Plans or Statements of Special Educational Need are transferring to us from our partner schools; 10 children on our Record of Need in 2019/2020 (4 with EHCP) are transitioning out to other schools. We successfully applied for Statutory Assessment leading to an EHCP for 4 pupils.

We supported transition from Nursery to Reception through Parents' Meeting; Transition meeting of involved staff (virtual meetings); Individual Provision Maps/ SEN profiles written in Summer Term shared with and implemented by new class teacher in September; Social Stories; Transition Books, including photographs of all relevant staff, the classrooms etc and an online virtual tour of the school sent home for parents to share with their child over the holiday.

We supported the transition from Reception to Year 1 by a phased reintroduction of reception and year 1 following government guidance after school closure. A planned transition week in September 2020 will support all reception pupils to transfer into year 1. Virtual transition meetings of staff; sharing Individual Provision Maps/ SEN profiles and cohort overviews written in July to be implemented by new class teacher in September; Social Stories; Transition Books, including photographs of all relevant staff, the classrooms etc, sent home for parents to share with their child over the holiday and a whole school virtual tour to welcome pupils back to school for September 2020.

Since the beginning of lockdown, 23rd March 2020 the school has been open for key worker and vulnerable children. Following the guidance of school closure in March we have worked with families, keeping in weekly contact via phone, class dojo or using video conferencing. Teachers and support staff have worked throughout to provide online learning for children. We have worked together to slowly reintegrate children back into the main school and the Area Resource Base (ARB) at Tregolls. From 1st June we have welcomed more children into school following a very careful plan guided by risk assessments towards a phased return of all children in September 2020.

The transition from year 6 to senior schools was supported through Placement Reviews in Y5 and Autumn Term Y6; Parents' & Child visits to schools (by specific arrangement this year due to covid 19); virtual transition meetings held early in the second half of Summer Term (year 6 teacher and/ or SENCO), transition plans; virtual meetings from Senior Schools to share information and discuss transfer of SEN files.

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, which includes our DSEN Development Plan. This can be found on the school website.

Our complaints procedure:

Anyone wishing to make a complaint with regard to SEN support and provision should contact SENCO, Claire DAVIS, in the first instance. If unsatisfied with the outcome, contact should be made with the Headteacher/ deputy headteacher or SEN Governor.

This year we received 1 formal complaint with regard to SEN support and provision.

Other relevant information and documents:

The Designated Safeguarding Lead in our school for 2019/2020 was Claire Hutchinson

The Designated teacher for Looked-After Children in our school 2019/2020 was Claire Hutchinson

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

Our Accessibility Plan can be found on our website.

The School Development plan can be found on our website.

Our DSEN Policy and School Offer (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/young people with DSEN, can be viewed from the link on our website.

Our DSEN 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 DSEN Information Report on

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