

DSEN Annual Information Report – July 2020

Name of SENDCo: Mrs Clare Semple Dedicated time weekly: Timetabled as required
(usually once a week)

Contact email: secretary@blislandprimary.co.uk Contact Phone Number: 01503262059

Name of SEN Governor: Rebecca Davies

School Offer link: available on our website - <https://www.blislandprimary.co.uk/Policies/SEND>

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 who require support to make good progress
- ✓ Identification of children requiring SEN Support and initiation of “assess, plan, do, review” cycle.
- ✓ Consideration of application for Education, Health and Care Plan.
- ✓ All children 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 SENDCO
- ✓ 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, including those with SEN, are 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 and their parents:

What	Who	When
Informal Discussions	CT/Senco/Head	Available at all times
Parents’ Evenings	CT/Senco	Termly
Home-School Book	CT and parent when applicable – always opportunities to share	Daily

	causes for concern in reading diaries monitored daily	
Assess, Plan, Do, Review meetings	Senco/CT/parent	Termly or as required

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 and/or class teacher in partnership with the child, 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
E.g. Speech and Language Therapist advice and individual daily programmes
- ✓ Cognition and Learning
E.g. Small group/individual support by class teacher/support staff
- ✓ Social, Emotional and Mental Health
E.g. TIS sessions with trained practitioners whole class, small group and individual pupils
Lego therapy.
- ✓ Sensory and/or Physical Needs
E.g. specialised equipment, training and sensory break routines/exercises

During the 2019/2020 academic year, we had 4 children receiving SEN Support. We had 1 children on role with Education, Health and Care Plans.

We monitor the quality of this provision by meeting with the class teacher, pupil conferencing, work scrutiny and analysing data. We also reflect and use advice given to us by outside specialist or professions.

We measure the impact of this provision by individual progress made.

Support Staff Deployment:

Support staff are deployed in a number of roles:

- ✓ To work with small groups of children with similar needs
- ✓ To work on a one to one basis where needed to support learning targets
- ✓ Specialised programmes of study or support for specific needs

We monitor the quality and impact of this support by progress made, including the emotional and social health of the children on the Record of Need.

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:

Area of Knowledge/Skill	Staff Member	Training Received
Sensory Processing disorder	All staff	Pooky Training TQ Childhood mental health.
TIS (trauma informed schools)	Tina Wright Liz Rice	Update
Team Teach	Tina Wright Liz Rice Dave Hannah Lynda Campbell	1 day training course
Individual Education Plans	All Staff	Sendco, termly to update and discuss SEN concern and support.
General Training	Tina Wright	Senco network meetings external. Senco Bridge Mat network meetings TQ childhood mental health Safeguarding Level 3

Partnerships with other schools and how we manage transitions:

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

- ✓ Plan individual transition arrangements for pupils transferring to our local secondary school

We ensure that the transition from Nursery to Reception is smooth by creating individual transitions plans according to the needs of the children including regular visits i.e. staff visit all new reception children in their preschool setting (at present these children are all in our own nursery). Where children are dual registered with Blisland Nursery and another local setting, progress meetings are conducted between staff.

Our support for the transition of pupils from Reception to Year 1 is managed well due to our mixed age class and the knowledge all staff have of each pupil.



We help children to make the move from Year 2 to 3 by sharing information with all staff and providing a number of familiarisation sessions at the end of the summer term. We take the opportunity to mix children in cross phase groups for forest school and during other activity days term, they become familiar with all classes and adults within our school.

The transition from Year 6 to secondary school is supported through an extensive transition programme in association with Bodmin College.

For children with SEN, we also liaise with the school to provide additional transition opportunities where needed.

Parents are included in this process through consultation with all professionals involved.

(This year they have all occurred remotely)

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 the Key Priorities in our School Development Plan.

Our complaints procedure:

Anyone wishing to make a complaint with regard to SEN support and provision should refer to the schools Complaints Policy (available on the school website or by request)

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 Matthew Avery

The Designated Children in Care person in our school is Matthew Avery

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

Our Accessibility Plan is available on our school website or by request.

Our SEN 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 SEN, can be viewed from the link on our website or by request.

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.



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