



Disability and Special Educational Needs (DSEN)

Annual Information Report, July 2020

Name of SENDCo: Mrs Anna Linsley

Dedicated time weekly: 3 days per week

Contact email: senco@brunelprimary.co.uk

Contact Phone Number: 01752 848900

Name of DSEN Governor: Mr Tim Carson/Mrs Helen Casson

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.
- ✓ 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 that require support to catch up by Pupil Progress Meetings, Classroom Support Plan reviews
- ✓ Identification of children/young people requiring DSEN Support and initiation of “assess, plan, do, review” cycle.
- ✓ Consideration of application for Education, Health and Care Plan.
- ✓ All children identified as requiring DSEN 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 and/or parent refers to SENDCo
- ✓ Ongoing curriculum assessments
- ✓ Tracking progress using data
- ✓ Further assessments by specialists, including those from external agencies

We take a holistic approach to all aspects of a child’s development and well-being. As a Trauma Informed School, we screen all classes and create Individual, Class or Home Action Plans, as appropriate. Our pastoral support arrangements, for supporting the emotional and social development of all children, including those with DSEN, 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.

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

We actively seek the views and feelings of all pupils and Parents/Carers through:

Anna Linsley (SENDCo)



- Informal discussion
- Termly consultations with Parent/Carer, child.
- School Council
- Pupil Conferencing
- Advocate support
- Home/School book, as appropriate
- Assess, Plan, Do, Review meetings – Termly
- Team Around the Child, Early Support or School based meetings
- Head teacher/Senior Leadership meetings
- Annual Review for those with EHCPs

The SENDCo reports to the Governors termly and, in addition, meets with the DSEN Governor at least termly.

The Assess, Plan, Do, Review Cycle:

For children on our Record of Need, an Assess, Plan, Do, Review cycle is established by the SENDCo in partnership with the child/young person, their parents and the class teacher.

This year, provision made for children on our Record of Need has been:

- ✓ **Communication and Interaction**
 - Speech and language 1:1 and/or small group intervention
 - Social stories
 - Makaton, where required
 - PECs and Visual support
 - Tamar Class Intervention
 - Involvement from the Autism Advisory Service
 - Involvement from Speech and Language Therapy Service
 - Language Link assessments for all EYFS, Year 1 and EAL pupils, plus those identified by class teachers as having a potential SALT need
- ✓ **Cognition and Learning**
 - Focused group interventions
 - Targeted additional adult support
 - Pre-teach
 - Phonological awareness
 - Read, Write, Inc programme
 - Homework club
 - Readers
 - Scribes
 - KS2 SATs arrangements
 - Tamar Class Intervention
 - Educational Psychology advice
- ✓ **Social, Emotional and Mental Health**
 - Trauma Informed Schools 1:1 and small group work



- Social skills work
- SEAL/SMSC/TiS whole class input
- Outdoor learning
- Additional transition arrangements and visits
- CAF, TAC, Early Support, Child in Need meetings
- Parent meetings with SENDCo
- CAMHS Professional Consultation as required
- Family Support
- Tamar Class Intervention
- School based meetings with External Agencies
- Early Help and MARU referrals

✓ **Sensory and/or Physical Needs**

- Individual laptop/ipad for individual recording
- Fine motor skills intervention
- Specialised equipment
- Personalised sensory diet
- Sensory aids (chews, fiddle toys, wobble cushions, slanted writing slope etc.)
- Proprioceptive activities
- Access to the Sensory Room
- Involvement from Paediatrician, Occupational Therapist and Educational Psychologist

During the 2019/2020 academic year, 51 (15%) children were on the School Record of Need. This comprised of 49 children receiving SEN Support and 2 children with an Education, Health and Care Plan. Applications for Statutory Assessment have been requested for 4 children this year.

- ✓ We monitored the quality of this provision by Lesson Observations; Book & Planning Scrutiny; Pupil Conferencing; Learning Walks, Governor involvement, External inspection from the School Improvement Team.
- ✓ We measured the impact of this provision by half termly quantitative assessment and ongoing qualitative assessment.

Support Staff Deployment:

Support staff are deployed in a number of roles:

- ✓ To support in class learning
- ✓ To lead interventions/small group/ individual work
- ✓ Speech & Language Provision
- ✓ Playground Support
- ✓ Lunch time Support
- ✓ After School Club support
- ✓ Breakfast Club
- ✓ Early Morning Booster Club
- ✓ PPA Cover (HLTA)

Anna Linsley (SENDCo)



- ✓ First Aid
- ✓ Alternative play and lunch time provision

We monitor the quality and impact of this support by:

- Regular liaison with the Teaching Assistant Support Team
- Appraisal process
- Lesson observations
- Feedback from External visitors – auditing our Support Staff provision
- Feedback from Class Teachers
- Learning walks

Distribution of Funds for DSEN:

This year, the budget for DSEN and Inclusion was allocated in the following ways:

- ✓ Support staff
- ✓ External Services (See School Offer)
- ✓ Teaching and Learning resources
- ✓ Staff training
- ✓ Supporting EHCP Outcomes
- ✓ Supporting SEN Support Outcomes
- ✓ Focused Speech and Language Provision
- ✓ Tamar Class provision
- ✓ Pioneers Project
- ✓ Play Therapy

School training this year has included:

- Staff Audit of skills
- Visible Learning
- SEN friendly classroom audit
- Behaviour
- Looked after Children Designated Lead training
- Safeguarding
- EPEP training – Plymouth
- Read, Write Inc
- Trauma Informed Schools
- Parent Mental Health
- English
- Maths
- Curriculum -Progress Ladders
- EYFS, Inclusion Grant Training
- Safer Handling: Team Teach
- Trauma Informed Schools
- Trust led Training Days – various subjects



- Manual Handling
- Stress Awareness
- Mental Health
- Adverse Childhood Experiences and Mental Trauma
- Be the Adult a Child Needs During Lockdown
- Support a Safe and Successful Return to School Using the SWAN Framework
- Fire Basics
- Working at Height
- Supporting students with bereavement
- Bereavement Champion training
- Pupil Premium Strategy
- GDPR training

We monitor the impact of this training by:

- Listening to Support Staff
- Requesting feedback forms to be completed following external providers' training
- Lesson observations
- Learning walks
- Appraisal process
- TA meeting discussions weekly

Continuing Development of Staff Skills:

All staff have recently completed a self-audit of their skills relating to DSEN. The results will impact on training requirements for Academic Year 2020/21 and will influence the DSEN Action Plan.

Partnerships with other schools and how we manage transitions:

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

- ✓ Handover to receiving schools
- ✓ Handover from other settings
- ✓ Additional transition visits to/from original setting
- ✓ Additional Teacher transition visits to other settings
- ✓ External transition support from Support Agencies
- ✓ TAC/ES/CAF process
- ✓ One page profile completion
- ✓ Transition books
- ✓ Virtual meetings where necessary

This year, 2 children requiring DSEN Support, joined our school. 1 child with an Education, Health and Care Plan made a successful move to a new specialist school. 1 child with an Education, Health and Care Plan was dual registered with an external provision, WAVE Academy for part of the year. 12 children on our Record of Need in 2019/20 made a successful move to other schools. This included 8 pupils moving onto their secondary education.



- ✓ We ensured that the transition from Pre-School/Nursery to Reception was supported by virtual transition meetings via Microsoft Teams and through sending out support documentation
- ✓ Transition into school was supported by the Early Years Inclusion Team
- ✓ We supported the transition within year groups by holding socially distanced transition sessions in July
- ✓ Assess, Plan, Do, Review (APDR) documents were shared with and implemented by new class teacher in September; Social Stories; Transition Books, including photographs of all relevant staff, the classrooms and other key information were sent home for parents to share with their child over the holiday
- ✓ The transition from year 6 to senior school was supported through virtual meetings via Microsoft Teams, limited parent & child visits to schools due to Covid 19, Virtual SENDCo meeting with SENDCo/Key Staff from Senior Schools to share information and the transfer of DSEN files.
- ✓ Parents were included wherever possible, in this transition process

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, and our DSEN Development/Action Plan.

Our complaints procedure:

Anyone wishing to make a complaint with regard to DSEN support and provision should contact the School Office.

Other relevant information and documents:

The Designated Safeguarding Lead in our school is Mrs Suzanne Cooper. Additional Safeguarding Officers are Mrs Anna Linsley (SENDCo) and Mrs Lorraine Cabello.

The Designated Children in Care person in our school is Mrs Anna Linsley.

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

Our Accessibility Plan can be found on our website.

Our DSEN Policy and School Offer (our contribution to the Local Offer) can be found 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.