

# Delaware Primary Academy

## Annual DSEN Information Report

Name of SENDCo: Hannah Prinn

Dedicated time weekly: 6 hours

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School Offer link: <https://www.delawareprimary.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 DSEN.
- ✓ An inclusive, differentiated and personalised approach to enable all learners, including those with DSEN, 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/young people that require support to catch up by quantitative and qualitative half termly data.
- ✓ Identification of children/young people requiring SEN Support and 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 (or statement) are on our Record of Need.

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

- ✓ Ongoing curriculum assessments half-termly
- ✓ Tracking progress using data half-termly
- ✓ Class teacher refers to SENDCo – identify their needs and track them on class ‘SEN Concern’ lists for a minimum of 6 weeks, plan and deliver necessary interventions and provision tailored to their needs in order for them to ‘catch up’, monitor and assess their progress, consider transition from ‘SEN Concern’ to ‘SEN Support’ if they are not making necessary progress and have a particular area of need, further assessments by specialists, including those from external agencies carried out and an action plan put in place.

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 DSEN, is set out in our School Offer. Our measures to prevent bullying and can be seen in our Anti-bullying 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 and SENDCo	Half termly
Parents' Evenings	Class Teachers	Twice a year
Home-School Book	Parents, children, Class Teachers and TAs	Weekly / daily
Assess, Plan, Do, Review meetings	Class Teachers, SENDCo, parents and children	Termly
Pupil conferences	Children and DSEN governor	Termly
Academic reports include pupil comments	Children	Yearly

### The Assess, Plan, Do, Review Cycle:

For children/young people on our Record of Need, an Assess, Plan, Do, Review cycle has been established since January and has been reviewed half-termly, in partnership with the child/young person, their parents and the class teacher. Please see our DSEN Policy for further details.

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

- ✔ **Communication and Interaction** – Regular visits from the Speech and Language Therapist, daily Speech and Language interventions, use of technology to support their need in class, visual timetables including now and next, spot timers, social stories, individual work stations, TEACCH approach, video-feed forward, choosing boards, Lego Therapy, visits from ASD team to support individual pupils.
- ✔ **Cognition and Learning** – Educational Psychologist visits to assess individual children's needs and created action plans with suggested strategies to use in class to support them, pre-teaching and re-teaching of knowledge and skills learnt in lessons in small group interventions, phonological awareness intervention on a weekly basis for extra support with reading and spelling, undertaken Dyslexia Screening Tests to identify specific areas of need in Literacy. Dyscalculia assessments have been undertaken to assess particular areas of weaknesses for pupils, informing further support needed, use of task management boards, recording menus, use of ICT, such as specific iPad apps, to support learners in class, Precision Teach.
- ✔ **Social, Emotional and Mental Health** – All adults have basic Trauma Informed Schools training, key emotionally-available adults are assigned to children with social and emotional needs as a first point of contact, behaviour for learning individual reward systems, quiet areas provided for children, SENDCo and two other members of staff trained as Trauma Informed School Practitioners, support plans in place for pupils with emotional and social needs, reduced timetables, Draw and Talk, Sand Play, Lego Therapy.
- ✔ **Sensory and/or Physical Needs** – Multi-sensory teaching strategies, fine and gross motor skills activities and interventions, delivered Fun Fit programme (Team to support pupils with coordination difficulties, assessments and observations carried out by )the SENDCo to identify sensory needs and plans put in place to address these within school timetable,

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support from an Occupational Therapist to help design activities/programmes to cater for complex needs.

### Categories of DSEN

	SEN Support	EHCP
Nursery	0	1
Year R	0	1
Year 1	0	0
Year 2	3	2
Year 3	5	2
Year 4	5	1
Year 5	2	2
Year 6	2	0
Year 7	0	1
<b>Total Number</b>	<b>17</b>	<b>10</b>

	Communication and Interaction	Cognition and learning	Social, emotional and mental health	Sensory / physical difficulties
<b>Number of Pupils</b>	<b>16</b>	<b>2</b>	<b>2</b>	<b>9</b>

**Percentage on SEN support: 9.8%**

**National average: 12.1%**

**Percentage on EHCPs: 5.8%**

**National average: 3.2%**

During the 2020/2021 academic year, we had 17 children/young people receiving SEN Support and 10 child/young persons with an Education, Health and Care Plan, including those based in our ARC.

We monitor the quality and measure the impact of this provision by setting SMART targets, having the provision maps readily available in folders in each class for the teachers to look at and review regularly, holding a review meeting at least once a term of children's individual provision maps in

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partnership with class teachers, parents, children and SENDCo, observe and monitor the progress and quality of interventions delivered by support staff, children's self-evaluations of interventions every term, tracking the children's progress closely on their provision maps half-termly.

### **Support Staff Deployment:**

Support staff are deployed in a number of roles:

- ✓ In class support (group or one-to-one)
- ✓ Delivering interventions for groups and individuals outside of the classroom
- ✓ Lunch and break time supervision of specific individuals
- ✓ Creating practical resources and provision for individuals and groups, such as visual timetables, individualised behaviour systems, speech and language, social interaction, etc.

We monitor the quality and impact of this support by holding performance management reviews and setting professional targets, regular discussions with SENDCo, observations of practice in and out of class and delivering interventions.

### **Distribution of Funds for DSEN:**

This was allocated in the following ways:

- ✓ Support staff
- ✓ External Services (See DSEN information report/school offer)
- ✓ Teaching and Learning resources
- ✓ Staff training

### **Continuing Development of staff skills**

Individuals' CPD this year:

Area of Knowledge/Skill	Role of Staff undertaking CPD	Training Received from
Team Teach	SENDCo ARC Staff	WAVE
General training	SENDCo	SENDCo cluster meetings Bridge MAT SENDCo meetings
Conferences Cognition and Learning conference – emphasis on dyslexia	SENDCo	Cornwall Council – Cognition and Learning team
Social, emotional, mental health	Some TAs	Lego Therapy
Cognition and Learning	Some TAs	Working Memory Supporting Independent Learning
Physical and Sensory	Some TAs	Fine and Gross Motor Skills/ Dyspraxia

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Social, emotional, mental health	Anna Johnson (TA)	TIS 10 day training
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We monitor the impact of this training by asking those staff who attended, to feedback and share their new skills and knowledge with others in staff meetings. If the training is directly related to an intervention, the impact this has had on pupils will be assessed through the effectiveness of the provision they have lead. We also carry out a staff audit of skills and knowledge to assess areas that staff are confident in and those that need further training and support. The results of the audit influences the CPD training opportunities we plan for the following term or year.

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

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

- ✓ DSEN Network meetings
- ✓ Visit nurseries and Early Years settings to meet new intake, meet with parents of children with DSEN to assess their needs and make plans for appropriate provision in the new academic year.
- ✓ Transition days
- ✓ Providing opportunities for curriculum days and include children with DSEN

This year, the ARC staff have managed very successful transitions. We have had 3 pupils successfully transition into the ARC from mainstream settings. These were enhanced and very carefully planned and implemented to meet the needs of the pupils. We also had 3 pupils join us from other settings on SEN Support and successfully transitioned into school.

We ensure that the transition from Nursery to Reception is smooth by visiting all the Early Years settings where our new intake are based (in addition to our school nursery), completing informal observations, meeting with parents and addressing any concerns. We make sure we implement necessary provision to support any individuals with specific needs, before they start in the new academic year.

We support the transition from Reception to Year 1 and Year 2 to Year 3 and so on, by having meetings with previous class teacher and new class teacher to share important DSEN information, transition and changeover days, (sometimes more than one, if they need it), the exchange of previous and updated provision maps with current targets and tracking data.

The transition from year 6 to secondary school is supported through sharing important DSEN information and data, including previous and current provision maps/targets, list of interventions undertaken, involvement of external agencies and opportunity for children to visit their new school on more than one occasion, getting to know daily routines, the areas of the school, etc. This year, the year 6 pupils transitioned to 3 different secondary schools, some specifically chosen due to best meeting the needs of the pupils with SEN.

### **Ongoing development:**

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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 Improvement and Development Plan, which includes our DSEN Development/Action Plan.

### **Our complaints procedure:**

Anyone wishing to make a complaint with regard to SEN support and provision should refer to our complaints policy on our website <https://www.delawareprimary.co.uk/Policies/Complaints>

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 Lynn Nash and Deputy Safeguarding Lead is Dawn Fraser.

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

Our Accessibility Plan can be found on our website ...

<https://www.delawareprimary.co.uk/Policies/SEND>

Our DSEN Policy and DSEN Information Report (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

<https://www.delawareprimary.co.uk/Policies/SEND>

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.