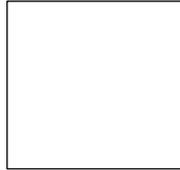


Bridge Schools



Lanlivery Primary Academy

DSEN Annual Information Report – September 2020

Name of SENDCo: Clare Semple Dedicated time weekly: 1 day
Contact email: csemple@bridgeschools.co.uk Contact Phone Number: 01208872662
Name of DSEN Governor: Lauren Howell
School offer: <https://www.lanliveryprimary.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/young people that require support to catch up by pupil progress meetings, target reviews, termly SEN support meetings.
- ✓ 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 are on our Record of Need.

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

- ✓ Class teacher refers to SENDCo when they have any concerns that the needs of the child are not being met within the normal classroom environment using criteria agreed throughout the whole MAT.
- ✓ 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/young

Bridge Schools

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.

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

<u>What</u>	<u>Who</u>	<u>When</u>
Informal Discussions	CT/SENDCo/HoS	As requested
Parents' Evenings	CT/HoS and SENDCo if requested	termly
Home-School Book	CT/TA/parent	As agreed usually either daily or weekly
Assess, Plan, Do, Review meetings	CT/SENDCo/HoS	Termly usually at parents evening but can be requested more frequently

We actively seek and listen to the views of children/young people and their parents by:

Our school works in partnership with parents and carers

The parents/carers of all pupils are invited to attend parent/carers consultations

Our school encourages open dialogue between families/parents and school and teachers are available at the end of the school day.

Parents/carers are encouraged to contact class teachers initially with any concerns and teachers are available through email

Parents are able to contact school with concerns at any time.

The website enables parents and carers to understand more about what their young person is learning.

Pupil voice is heard through class sessions, informal chats and termly parent/carers, child and teacher consultations

The Assess, Plan, Do, Review Cycle:

For children/young people on our Record of Need, an Assess, Plan, Do, Review cycle was established by Lanlivery Primary Academy 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 – speech and language therapy 1:1 and/or small group intervention, social stories, PECS and visual support

Bridge Schools

- ✓ Cognition and Learning - Focused group interventions, targeted additional adult support, pre teach, phonological awareness, working memory, homework club, individual readers, scribes, support for dyslexia through coloured paper and use of coloured overlays and other aids.
- ✓ Social, Emotional and Mental Health – TIS sessions, Lunchtime clubs, additional transition arrangements and visits, ELSA sessions, Circle of friends, Social skills group, targeted forest school sessions for children, outdoor learning, TAC meetings
- ✓ Sensory and/or Physical Needs – support from Physical needs team, fine motor skills intervention, Forest school sessions, sensory aids such as chews, fiddle toys, wobble cushions, writing slopes, Ipads and ICT, sensory breaks, safe space for time out, funfit.

During the 2019/2020 academic year, we had 5 Children/young people receiving SEN Support and 4 children/young people with Education, Health and Care Plans.

We monitored the quality of this provision by reviewing the impact on the child, observing delivery of interventions, reviewing impact reports and termly TAC/SEN meetings with all professionals involved for EHCP

We measured the impact of this provision by tracking progress and achievement for SEND children, discussing with children and parents at review meetings, reviewing impact reports and reporting to governing bodies at least a termly basis

Support Staff Deployment:

Support staff were deployed in a number of roles:

- ✓ To support learning in lessons led by the teacher
- ✓ To lead interventions activities
- ✓ To develop reading skills by leading group or 1:1 reading
- ✓ Pastoral support through TIS and ELSA
- ✓ Administration of class tasks e.g. changing reading books, supporting children's organisation
- ✓ Outside supervision
- ✓ Additional support for some children to access different areas of the curriculum
- ✓ 1:1 support for pupils with high need
- ✓ Intimate care

We monitored the quality and impact of this support by record keeping, performance management, observations liaising with teaching staff.

Distribution of Funds for SEN:

SEN funding was allocated in the following ways:

- ✓ Support staff
- ✓ External Services (See School Offer)
- ✓ Teaching and Learning resources
- ✓ Well-Being Provision
- ✓ Staff training
- ✓ Ipads and laptops for specific children
- ✓ Additional space and resources for time out needs and sensory areas
- ✓ Alternative learning provision – reduced timetables
- ✓ Additional space and resources in forest school area

Bridge Schools

Continuing Development of Staff Skills:

Individuals' CPD this year:

Area of Knowledge/Skill	Role of Staff undertaking cpd	Training Received from
Bereavement Champion	SENDCo	Penhaligons Friends
AAC steps training	SENDCo	Cornwall AAC assessment team
Whole School Behaviour management	SENDCo	Exeter University
Boxall Profile	SENDCo	Cornwall Council through Nurtureuk
Team Teach	SENDCo Head of School	WAVE
Managing the effectiveness of TAs	SENDCo	Nigel Bishop
Covid Lockdown and transition	SENDCo	NASEN
General training	SENDCo	SENDCo cluster meetings Bridge MAT SENDCo meetings
Preparing autistic and SEN children for going back to school	SENDCo	SchudioTV
Conferences Cognition and Learning conference – emphasis on dyslexia	SENDCo	Cornwall Council – Cognition and Learning team
Autism awareness	Whole School	Cornwall Council – Autism team

Whole school training this year has included – TIS , health and safety, Autism awareness

Groups of Staff have also developed their knowledge of funfit, Speech and language training, CACHE level 2 children mental health, well being ,lego therapy and precision teach

We monitored the impact of this training in the same way that we monitor provision. Staff who attend training also complete course feedback sheets at the point of delivery to the provider and if relevant will inform other staff of relevant training through staff meetings and individual peer training

Partnerships with other schools and how we manage transitions:

Bridge Schools

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

Bridge MAT school to share resources and collaborate for skills and expertise

Secondary schools including Bodmin College, Fowey River Academy, Penrice Academy and Poltair Academy to organise additional transition arrangements for vulnerable pupils

Pre school provision to aid transition to EYFS.

This year, 1 child/young people requiring SEN Support and 0 children/young people with Education, Health and Care Plans joined us from other schools.

3 children/young people on our Record of Need in 2019/2020 made a successful move to other schools. This included 2 pupils moving onto their secondary education which included 1 with an EHC Plan.

We ensured that the transition into our Nursery and from nursery into reception class is smooth by offering taster sessions and transition sessions where parents may attend and support their children. We also where required attend Early support meetings prior to transition and go to see children in their current settings to familiar ourselves with the children and their needs and the families.

The transition from year 6 to secondary school has been supported through secondary school staff visits, pupil visits to the secondary school and additional provision as needed although some of this has had to be virtual due to COVID -19. Parents were included in this process through discussions in their termly review meetings to identify the best transition programme for a child's particular need.

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 SEN Development/Action Plan. Parents views are an integral part of our aim to improve our provision for children and are encouraged through email, phone or face to face discussion.

Our complaints procedure:

Anyone wishing to make a complaint with regard to SEN support and provision should initially aim to speak to or email the SENDCo. If the matter is unresolved, formal complaints can be made as the school website details.

This year we received 0 complaints with regard to SEN support and provision.

Other relevant information and documents:

The Designated Safeguarding Lead in our school is Lauren Howell

The Designated Children in Care person in our school is Lauren Howell

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 requested from the school office or through Governing Body

Our DSEN Policy and School Offer (our contribution to the Local Offer) can be accessed via the links on our website.

Bridge Schools

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.

Details of how we keep children/young people safe can be found in our Safeguarding Policy which can be viewed on the school 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.

The Governing Body approved this SEN Information Report.