



PELYNT ACADEMY  
Annual Report for DSEN 2020-2021

Name of SENDCo: Mrs. Hannah Prinn                      Dedicated time weekly: 0.5 day per week  
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Name of DSEN Governor: Mrs. Sheila Morrell-Davies

**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.

**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.
- ✓ 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:**

- ✓ Class teacher refers to SENDCo if support put in place by class teacher is not having desired impact.
- ✓ Regular discussions with parents and cares, both formal and informal.
- ✓ Ongoing curriculum assessments.
- ✓ Tracking progress using data.
- ✓ Further assessments by specialists, including those from 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 DSEN, is 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/young people and their parents:**

<b><u>What</u></b>	<b><u>Who</u></b>	<b><u>When</u></b>
Informal Discussions	Teachers	At the end of the school day or at other times through prior arrangement



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Parent Consultation Evenings	Children, Parents and Carers, Teachers and the SENCo if appropriate	Every term
“Assess, Plan, Do, Review” meetings for children with SEN	Children, Parents and Carers, Teachers and the SENDCo	Termly and when an Education, Health and Care Plan needs to be reviewed
Home-School Book	Teachers and Parents/Carers	When daily face to face contact is difficult
Team Around the Child Meetings	Children, Parents and Carers, Teacher, SENDCo and any other professionals who are involved with the child.	Every 6-8 weeks for those children with a need that requires extra focus

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

For children/young people on our Record of Need, a more detailed Assess, Plan, Do, Review cycle was established by our SENDCo, Hannah Prinn, 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 – Small group and individual adult support within class; individual visual timetables and picture symbols to aid communication, individual and group work following speech therapy plans, support from the Autism Team for individual pupils, use of PECS, use of now and next boards, visual timers, individual workstations/areas.
- ✓ Cognition and Learning – Use of IT software to develop reading and spelling skills, small group and individual learning support from additional adults, Dyslexia-friendly strategies implemented, task management boards, recording menus used for alternative ways of recording.
- ✓ Social, Emotional and Mental Health – TIS nurture approach; intensive classroom support when needed, emotionally-available adults deployed throughout the school, Boxall Profile assessments completed and plans created to support individuals with emotional well-being, advice sought from Behaviour Lead in the Trust for particular classes with challenging behaviour.
- ✓ Sensory and/or Physical Needs – Group or one-to-one physical/ sensory support sessions, sensory assessments completed and plans in place to support individuals, health-care plans for pupils with medical needs, sensory/movement breaks planned into individual timetables, individual/OT specialist programmes, Fun Fit.



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During the 2020/21 academic year we had 12 children receiving SEN support and 3 children with Education, Health and Care Plans (EHCPs). At the end of the summer term 2021, the school was awaiting decisions on requests for 3 further EHCPs.

We examined the quality of this provision by: monitoring 'Assess Plan Do Review' documents to ensure appropriate provision was in place; carrying out learning walks in each school to observe the provision as it was carried out; undertaking more in depth observation of interventions.

We measured the impact of this provision by setting specific, relevant targets for each intervention which were measurable, attainable and short-term. Teachers then judged how far these targets had been met and the SENDCo carefully tracked each pupil on the Record of Need to ensure adequate progress was made.

### **Support Staff Deployment:**

Support staff were deployed in a number of roles:

- ✓ Supporting learning within the classroom.
- ✓ Carrying out interventions both within and outside of the classroom.
- ✓ Specially trained 'TIS' (Trauma Informed Schools) practitioners work with teachers to assess the emotional development of any children in their class with a specific need in this area and provide therapeutic support for those children.

We monitored the quality of this support by carrying out learning walks to observe how support staff are being used and by observing support staff carrying out interventions. We measured their impact by analysing attainment and progress data and looking for patterns and tendencies.

### **Distribution of Funds for SEN:**

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

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

### **Continuing Development of Staff Skills:**

<b><u>Area of Knowledge/Skill</u></b>	<b><u>Staff Member</u></b>	<b><u>Training Received</u></b>
SEN Various	Hannah Prinn	Trust network meetings
Social, Emotional and Mental Health	Sarah McLaren Jane Wakeham Kat Harper	TIS Supervision
Cognition and Learning	All TA's All teachers	Working Memory, Supporting Independent Learning.



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Social, Emotional, Mental Health	Some TA's All teachers	Lego Therapy
Physical and Sensory	All TA's	Fine and Gross Motor Skills

We monitored the impact of this training through...

- Planning reviews
- Class monitoring
- Observing interventions
- Talking to children

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

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

- ✓ Closely working alongside our Pre-School provision to enable smooth transitions to Reception
- ✓ Partnerships formed with feeder nurseries and planned transition visits for Reception teacher and SENDCo if needed.

We were unable to mix with other schools as much as we usually do, due to COVID restrictions.

In total, 2 pupils joined the school on SEN Support during the academic year 20/21. One pupil received an EHCP in year 1. One EYFS pupil with considerable communication and SEMH needs began a temporary placement at the Trust Nurture Group, based in Looe; we are waiting for an EHCP to be awarded before transitioning back to Pelynt. The school continues to work closely with the Nurture Group and the family.

Transition for the new EYFS pupils into the Reception Class was successful for the majority of pupils. For one pupil who was struggling, we put in place a reduced timetable and sought immediate support from professionals.

All four classes contain children from two year groups so children in Years 1, 3 and 5 remain in the same class the following year. In addition to the usual transition days, we helped children with additional needs, who were due to move class by providing a range of different transition activities during the summer term, such as interviewing their new teacher, becoming a 'spy' and taking photos of their new classroom and creating a photobook they can look at over the summer holidays. In addition, being a small school, the children are already familiar with all the adults and rooms in the school long before they change classes.

The transition from Year 6 to secondary school was supported through a face-to-face transition, later in the term, once COVID restrictions had eased. This was enhanced for those needing more time to get used to their new school.



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### **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/Action Plan. This will be found on our website.

### **Our complaints procedure:**

Our complaints procedures can be found on our school website.

This year we received no complaints with regard to SEN support and provision.

### **Other relevant information and documents:**

The Designated Safeguarding Lead is Kelly Edwards.

The Designated Children in Care person in our school is Kelly Edwards.

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.

The School Development Plan can be found 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.

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