

St Cleer Primary Academy



DSEN Annual Information Report – September 2020

Name of SENCo: Michele Spencer/Rebecca Hughes Dedicated time weekly: 2 days (shared)

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Name of DSEN Governor: Adrian Hines

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 the end of the year
- ✓ 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 SENCO
- ✓ 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 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.

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

<u>What</u>	<u>Who</u>	<u>When</u>
Informal Discussions	All teachers and SENDCO	Daily before or after school
Parents' Evenings	All teachers	Nov and March
Home-School Book	Teachers or Teaching Assistants	Daily or weekly
Assess, Plan, Do, Review meetings	Teachers and SENDCO	Termly
SEND review meetings	Teachers, SENDCO and other Professionals	As needed

The Assess, Plan, Do, Review Cycle:

For children/young people on our Record of Need, an Assess, Plan, Do, Review cycle was established by the class teacher in partnership with the child/young person and their parents. 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 – SALT referrals and support in school. Lego therapy group
- ✓ Cognition and Learning – Interventions in school for English and Maths.
- ✓ Social, Emotional and Mental Health – In school Counsellors and TIS approach
- ✓ Sensory and/or Physical Needs – School provided 'fiddle toys' and 'Wobble cushions' as required

During the 2019/2020 academic year, we had 16 Children/young people on our Record of Need and 2 children/young people with Education, Health and Care Plans.

This academic year 2020/2021 we have 19 children/young people on our Record of Need and 3 children/young people with Educational, Health and Care Plans.

We monitor the quality of this provision by regular Pupil Progress meetings and Provision Map reviews which are completed termly.

We measured the impact of this provision by Teacher assessment informed by published test materials in Reading and Maths.

Support Staff Deployment:

Support staff are deployed in a number of roles:

- ✓ Supporting individual children in their learning in class
- ✓ Supporting small groups in their learning in class
- ✓ Supporting children during breaks and lunchtimes

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- ✓ Carrying out interventions in English and Maths
- ✓ Supporting children with Social, Emotional and Mental Health difficulties

We monitored the quality and impact of this support by teacher assessment, pre- and post-intervention assessments and review of Provision Maps regularly.

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

Continuing Development of Staff Skills:

Individuals' CPD this year:

<u>Area of Knowledge/Skill</u>	<u>Role of Staff undertaking cpd</u>	<u>Training Received from</u>
Interventions in Lego Therapy, Precision teaching,	Teaching assistants	Bridge SENDCO
Precision Teaching	Teachers and Teaching Assistants	Stacy N'Jie (Ed Psych)
Bar Modelling in Maths	Teachers and Teaching Assistants	SENDCO
Effective Reading with children	Teachers and Teaching Assistants	English Lead
Epi-pen training	Teachers and Teaching Assistants	School Nurse
Safer Moving and Handling	EYFS team	Steve Deacon (Cornwall Inclusion Team)

Whole school training this year has included TIS approach to Behaviour and Trauma

We monitored the impact of this training by improved outcomes of children with SEND

Partnerships with other schools and how we manage transitions:

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

- ✓ Year 6 transition to Y7 by meeting with key staff, teachers from Liskeard and Devonport Colleges visiting St Cleer and discussions with pupils, 'Explorer's School' for 2 weeks for 12 nominated children and Induction days for all pupils

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We ensured that the transition into our Preschool and Reception class was smooth by planning in careful transition days in the week beginning 7th September.

We supported the transition from our Preschool and other local placements into our Reception class by arranging visits into the class before September on 6 afternoons and interviews with all parents and children when this is possible.

We helped children to make the move from the Early Years Foundation Stage to KS1 by the new teacher getting to know the children before September if possible and to have some teaching sessions with them. The children also had a visual reminder of who their new teacher and teaching assistants were. From KS1 to KS2 by the children getting to know their new teacher and vice versa in the Summer Term and several teaching sessions taking place.

The transition from year 6 to secondary school has been supported through careful and extensive visits and opportunities to ask questions to previous Y6 students.

For children/young people with SEN, we also had individualised visits, when they were able to take photos and create a PowerPoint presentation for the rest of the cohort.

Parents were included in this process through attending Open days and Evening presentations, both in St Cleer and Liskeard College

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.

Our complaints procedure:

Anyone wishing to make a complaint with regard to SEN support and provision should contact our Chair of Governors in the first instance.

This year we received 1 complaint with regard to SEN support and provision.

Other relevant information and documents:

The Designated Safeguarding Lead in our school is Michele Spencer

The Designated Children in Care person in our school is Michele Spencer

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

Our Accessibility Plan and The School Development plan can be found on our website.

Our DSEN 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 DSEN, can be discussed with our Headteacher, SENDCO or Class Teachers

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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.