Name of SENCo: Iona Stoddard Dedicated time weekly: 5 days

Contact email: iona.stoddard@penrynprimary.org Contact Phone Number: 01326 373290

Name of SEN Governor: Denise Lawry

School Offer link: <http://penrynprimary.org/parents/school-policies>

**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 conversations with staff and parents, data analysis, pupil conferencing, work scrutiny, professional reviews, pupils placed at ‘On Alert’ to put in targeted intervention.
* 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 SENCO – children who have been ‘on alert’ for two terms and provision put in place at this point has had no significant impact
* Ongoing curriculum assessments
* Tracking progress using data
* Further assessments by specialists, including those from external agencies

We take a holistic approach in 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.

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

|  |  |  |
| --- | --- | --- |
| **What** | **Who** | **When** |
| Informal Discussions | Class teachers and all relevant members of staff | As required |
| Parents’ Evenings | Class teachers | Once a term |
| Home-School Book | According to need | Dependant on the need |
| Assess, Plan, Do, Review meetings (IPMs) | Class teacher and SENDCo when required | Once a term |
| TAC meetings | Pupils with 3 or more agencies working with them | Every 6 – 8 weeks |

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

For children/young people on our Record of Need, an Assess, Plan, Do, Review cycle will be established by termly review meetings where provision is adapted to meet current needs. An Individual Provision Map is put in place in partnership with the child/young person, their parents and the class teacher. Please see our SEN Policy for further details.

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

* Communication and Interaction – individual Speech and Language Support, Social Stories, ARB specialist teacher
* Cognition and Learning – RWI, individual and small group interventions, precision teach, phonological awareness intervention
* Social, Emotional and Mental Health – CHaLK counselling, individual, group and whole class THRIVE intervention, Behaviour Support Learning Mentor, Nurture Group
* Sensory and/or Physical Needs – Funfit, daily physiotherapy, specialist equipment as advised by external agencies, adaptations made to the environment
* Area Resource Base

During the 2016/2017 academic year, we had 65 Children/young people receiving SEN Support and 18 children/young people with Education, Health and Care Plans or Statements of Educational Need.

We monitor the quality of this provision by class observations, pupils progress meetings, work and book scrutiny sessions.

We measure the impact of this provision by data analysis, work and book scrutiny, professional reports

**Support Staff Deployment:**

Support staff are deployed in a number of roles:

* Individual support
* Carrying out interventions and small group support
* Adaptations to equipment and resources

We monitor the quality and impact of this support by observations, record keeping, data analysis

**Distribution of Funds for SEN:**

This year, the budget for SEN and Inclusion was:

|  |  |  |
| --- | --- | --- |
|  | **Type of Funding** | **Note** |
| £24,109.31 | SEN Top Up Funding | Relates to specific children as per the school’s SEN statement or EHCP for additional support |
| £4,995.00 | High Needs Protection | An element of funding that recognises the SEN need over and above that which the core budget supports |
| £47,555.36 | Notional SEN Funding | Part of the core budget, appertaining to SEN |
| **£76,659.67** |  | |

|  |  |  |
| --- | --- | --- |
| **Expenditure** | **Type of Expenditure** | **Note** |
| £94,020.00 | SEN Staffing | SENCO’s – 0.6- and TA support |
| £478.06 | SEN Resources | General consumables and resources |
| £6,110.00 | SEN Professional Services | External SEN Service, Ed Psych, SEN Behavoiur Service |
| £26,495.38 | SEN extra staffing-days support | Supply costings – for extra days - Teacher – 45 days & Teaching Assistants – 234.5 days |
| **£120,993.44** | The difference on SEN was supported by the Executive Principle and the Aspire Bursar. | |

This was allocated in the following ways:

* Support staff
* External Services (See School Offer)
* Teaching and Learning resources
* Staff training
* Resources
* Nurture Group for KS2
* Counselling service
* Additional adult support for pupils with SEMH needs

**Continuing Development of Staff Skills:**

|  |  |  |
| --- | --- | --- |
| **Area of Knowledge/Skill** | **Staff Member** | **Training Received** |
| Social, Emotional and behavioural Support | All teaching Staff | Thrive – the fundamental areas |
| Communication | 1 ARB staff member | Makaton training |
| Social and Emotional Health and Well being | 2 staff members | Thrive practitioner training |
| Management | 4 staff members | NPQSL and NPQH |
| De-escalation and manual handling | 4 staff members | Team Teach |
| Cognition and Learning | All staff | Memory training |
| Cognition and Learning | All teaching staff | Dyslexia classroom support |
| Management | SENDCo | National SEN Qualification |
| Cognition and Learning | SENDCo and TA | Phonological Awareness |
| Management | SENDCo | Data and expectations |
| Medical | 2 staff members | Epilepsy training |

Whole school training this year has included Thrive training; SEN requirements under the 2014 Code of Practise; and attachment training.

Groups of Staff have also developed their knowledge of the above by attending training.

We monitor the impact of this training by observing the strategies provided in practise and ensuring that policies are followed by staff.

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

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

* Termly SENDCo meetings with the hub schools
* SENDCo network meetings
* Half termly Pupil Welfare Group meetings with our hub schools
* Links with our local pre-schools and Secondary school with increased transition sessions when appropriate
* Attendance for relevant staff to TAC meetings and Annual Reviews during the transition period
* Hub monitoring visits

We ensure that the transition from Nursery to Reception is smooth by attending TAC meetings and SEN reviews in the term before they start and setting up individual transition plans.

We support the transition from Reception to Year 1 by visiting pupils in their current settings; begin introducing relevant staff in the previous term; setting up transition books; adding in additional transition sessions.

We help children to make the move from year 2 to 3 by extra visits to their new classrooms and meeting of their new staff; parent meetings to meet new staff and additional meetings as required.

The transition from year 6 to secondary school is supported through weekly visits to the new setting.

For children/young people with SEN, we also meet with the parents and current setting to ensure a handover of information and to support getting to know the family. We add in additional transition sessions, where appropriate, and we have offered a staggered start and part time hours for some pupils with SEN making the transition into the reception classrooms.

Parents are included in this process through attending TAC meetings; meeting staff prior to move into new setting.

**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 Action Plan. This can be available if required; please speak to the SENCo.

**Our complaints procedure:**

Anyone wishing to make a complaint with regard to SEN support and provision should contact the class teacher as the first point of contact. The SENCo is also available to discuss any concerns or complaints you may have.

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

**Other relevant information and documents:**

The Designated Safeguarding Leads in our school are Dan Hadley and James Hitchens.

The Designated Children in Care person in our school is Iona Stoddard

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 at <http://penrynprimary.org/parents/school-policies>

The School Development plan can be found on our website: <http://penrynprimary.org/>

Our SEN 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 SEN, can be viewed from the link on our website: <http://penrynprimary.org/>

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.