



Special Educational Needs and Disabilities (SEND) Information Report 2019/20

We want every child to leave Penpol School wanting and determined to make a difference to the world, and having the skills to do so. In order to do this, we believe that we have to enable the children to be emotionally intelligent, resilient and brave, so that they will stand up for what is right and be ambassadors of social justice.

At Penpol, we believe that every pupil, regardless of gender, race or disability, has a right to equal access to a broad and balanced curriculum. We consider it essential that the curriculum is presented in a supportive and stimulating atmosphere, which values each child and encourages them to achieve their full potential.

This encompasses the four main areas of SEND:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical.

Penpol School's SEND Information Report is written with full regard to the United Nations Convention on the Rights of the Child.

In line with the SEND Code of Practice 2014, the Children and Families Act 2014, the Disability Discrimination Act 1995 and the Equalities Act 2010, Penpol School offers provisions to meet the needs of all children with SEND including those who do not have Education, Health and Care Plans (EHCPs).

SENDCo: Rebecca Thomas.

Responsible for:

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that you are:
 - Involved in supporting your child's learning
 - Kept informed about the support your child is getting
 - Involved in reviewing how they are doing
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapist, Educational Psychologist, etc.



- Updating the school's Record of Need (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are detailed records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.
- Monitoring the impact of policies and the effectiveness of provision in the school.
- Working with the Local Authority and External Consultants to implement and monitor our provision.

Dedicated time weekly: 3 days

Contact email: rthomas@penpol.cornwall.sch.uk **Contact Phone Number:** 01736 753472

SEN Governor: Nikki Powell.

Responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.
- Monitoring the effectiveness of SEND provision in the school.

Head Teacher: Chris Coyle-Chislett

Responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- The Headteacher will give responsibility to the SENDCO and class teachers but is still responsible for ensuring that your child's needs are met.
- The Headteacher must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

Class Teacher

Responsible for:

- The progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and informing the SENDCO as necessary.
- Writing children's Provision Maps and 'Assess Plan Do Review' documents and keeping them up to date.
- Ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom.



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 SEND.
- ✓ An inclusive, differentiated and personalised approach to enable all learners, including those with SEND, 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 that require support to catch up by in class interventions and pre learning of activities; plus extra work completed at home with the support of parents/carers.
- ✓ Identification of children requiring SEN Support and initiation of “assess, plan, do, review” cycle.
- ✓ Consideration of application for Education, Health and Care Plan.
- ✓ All children 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
- ✓ Ongoing curriculum assessments
- ✓ Communication with parents and carers.
- ✓ Tracking progress using data
- ✓ Further assessments by specialists, including those from external agencies

We take a holistic approach to all aspects of a child’s development and well-being. Our pastoral support arrangements for supporting the emotional and social development of all children, including those with SEND, are 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 and their parents:

| <u>What</u> | <u>Who</u> | <u>When</u> |
|----------------------|---------------------------------------|--------------------|
| Informal Discussions | Teachers, parents/carers and children | At any time |
| Parents’ Evenings | Teachers, parents/carers and children | Termly |



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| Home-School Book | Teachers and parents/carers | Daily |
| Assess, Plan, Do, Review meetings | SENDCo, parents /carers/children/ teacher | Termly |
| Annual Review meetings for children with EHCP | SENDCo, parents/carers/children/ teacher | Annual review of EHCP with interim follow up meetings as required |

The Assess, Plan, Do, Review Cycle:

For children on our Record of Need, an Assess, Plan, Do, Review cycle will be established by the SENDCo in partnership with the child, their parents and the class teacher. Please see our SEN Policy for further details.

In 2019/20 'additional and different' provision made available for children on our Record of Need has been:

- ✓ Communication and Interaction – TiS (Trauma Informed Schools) programme started; Social Stories created for individual situations; visual/written timetables displayed in the classroom; speech and language specialist referral/interventions; additional adult support during break/play times; socially speaking intervention.
- ✓ Cognition and Learning – Classroom interventions for reading, writing and spelling; extra 1:1 support for writing and reading; personalised maths curriculum and 1:1 support; dyslexia screening and specialist interventions; access arrangements for SATs – scribe/reader as appropriate; termly consultation and referrals to Educational Psychologist; purchase of IDL software package for literacy and maths.
- ✓ Social, Emotional and Mental Health (SEMH) – TiS programme established and children referred by teachers; termly consultation and referrals to Educational Psychologist; additional adult support during break/play times; playground buddies; enhanced transition arrangements between schools and classes; 1:1 coaching/ counselling service; music therapy; referrals made to Early Help Hub and CAMHS/Bloom; Nurture provision established within school and new room allocated; Boxall profile used to track SEMH progress; social skills lunch club; forest school provision from Shifting Horizons; bereavement champion team established.
- ✓ Sensory and/or Physical Needs – additional adult support during PE/break times and moving around the school; fun fit; visits and advice from occupational therapy and medical & physical advisory teams; specialist equipment provided; sensory break interventions.



During the 2019/20 academic year, we had 56 Children receiving SEN Support and 10 children with an Education, Health and Care Plan.

We monitor the quality of this provision by formal classroom observations and regular learning walks with leadership/SENDCo; liaison with parents, class teachers and learning support assistants.

We measure the impact of this provision by how happy the children are and how much progress they are making; through the plan, review, do cycle (including child's voice); monitoring reviews by all stakeholders and assessments eg Boxall, IDL.

Covid 19 – during the period of school closures from March 2020, we provided a comprehensive remote learning package coupled with provision on site for key worker and vulnerable children. The above provision was offered as fully as possible although most face-to-face interventions were switched to online.

Support Staff Deployment:

Support staff are deployed in a number of roles:

- ✓ Supporting small group learning, directed by the classroom teacher
- ✓ 1:1 support, supporting individual needs
- ✓ Ensuring children are settled, happy and learning, especially at transition points.

We monitor the quality and impact of this support by child specific targets, lesson observations, student progress, teacher feedback and parent meetings.

Distribution of Funds for SEND:

The SEND budget was allocated in the following ways:

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

Continuing Development of Staff Skills:

A new SENDCo was appointed in June 2019 who has been working 3 days a week since September 2019. During the period of school closures due to Covid 19, all staff undertook training courses online in various areas of need and we have an amazing team of highly skilled staff ready to support all pupils.

Partnerships with other schools and how we manage transitions:



Penpol School works in partnership with other schools locally, including our nearest secondary schools and specialist provisions. Our SENDCo is also SENDCo at Sennen School and is part of local SENDCo networks which meet termly.

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

- If your child is moving to another school we will contact the school SENDCO and ensure that they know about any special arrangements or support that need to be made for your child. We will make sure that all records about your child are passed on as soon as possible.
- When moving classes in school: Information will be passed on to the new class teacher IN ADVANCE and in most cases, a planning meeting will take place with the new teacher. All Provision Maps and 'Assess plan do review' documents will be shared with the new teacher. Depending on the needs of the child a visit to their new classroom can be provided to help them in their understanding of moving to a new class. Books can be made containing photographs of the child's new teachers, classroom, etc for your child to take home with them over the summer holidays so that they can become familiar with everything whilst they are not in school.
- When moving into Penpol School during the academic year: We will meet with you and your child to discuss their needs and decide how to best transition into our school. We will liaise with the previous school SENDCO to discuss the provision and obtain records from external agencies. Where appropriate, we will organise a TAC meeting six weeks after starting to discuss the transition and ongoing support.
- In Year 5/6: We fully support parents and carers in making decisions about the secondary school they choose for their children and work with them to ensure the smooth transition from KS2 to KS3 is smooth. The SENDCO will attend the Primary Transition Day to discuss the specific needs of your child with the SENDCO of their secondary school, and the specialist session for SEND students as appropriate. Your child will have opportunities to learn about aspects of transition to support their understanding of the changes ahead. Secondary School support workers are invited into school. Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.

We ensure that the transition from Preschool to Reception is smooth by a weekly Preschool Club, regular visits to the preschool by the reception class teachers and several transition days at school in the summer term. We have a graduated start to the Autumn term with reception children starting with half days, building up to full time over 3 weeks.

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 SEND Development/Action Plan. In addition, our training needs for staff are based on a skills audit and the needs of children at Penpol School.

Our complaints procedure:

Anyone wishing to make a complaint with regard to SEN support and provision should contact the SENDCo, Mrs Rebecca Thomas, or the Head Teacher Mr Chris Coyle-Chislett

In 2019/20 we received 0 complaints with regard to SEND support and provision.

Other relevant information and documents:

The Designated Safeguarding Lead in our school is Chris Coyle-Chislett.

The Designated Children in Care person in our school is Chris Coyle-Chislett.

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

Our Accessibility Plan is available on request.

The School Development plan is available on request.

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 SEND, can be viewed 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.