

# Kea Community Primary School



## SEND Report Autumn 2020

### SENCO

Lorna Drzymala (Katherine Hunkin from January 2020)

### SEN Governors

Sarah White

### Role of the SEND Governor

- Meet the SENCO on a termly basis to gain information about the provision made for pupils with special educational needs and to monitor the implementation of the SEND policy
- Discuss with school staff the outcomes of the school's monitoring and evaluation of the provision made for pupils with special educational needs
- Observe at first-hand what happens in the school, both inside and outside the classroom to ensure that SEND pupils are actively involved in all aspects of school life
- Take opportunities to meet and talk with parents of SEND children
- Keep informed about developments in the area of special educational needs, nationally, locally and within the school.

### Policy

The Special Educational Needs policy is updated annually in the autumn term and is written in line with the Code of Practice for Special Educational Needs and Disability (SEND) 2014. The code details the rights and responsibilities of parents and children throughout the process.

The SEND policy is published on the school website.

### Identification and Provision

The four areas of Need and Disability identified in the new Code of Practice are:

- ❖ Social, Mental and Emotional Health, including ADHD
- ❖ Sensory and/or Physical
- ❖ Cognition and Learning, including Dyslexia
- ❖ Communication and Interaction, including ASD

### **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.

### **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 providing additional differentiated resources, scaffold or adult support as part of a small group.
- ✓ Identification of children/young people requiring SEND Support and initiation of “assess, plan, do, review” cycle.
- ✓ If a child requires additional and different provision and the school is required to consult with outside agencies, then the child is considered to be receiving SEND Support Provision.
- ✓ Consideration of application for Education, Health and Care Plan (EHCP). All Statements of Special Educational Needs for children at Kea have now been replaced by EHCPs.
- ✓ All children/young people identified as requiring SEND 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 (having been monitored for a period of time at On Alert)
- ✓ 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 SEND, is set out in our School Offer. Our measures to prevent bullying can be seen in our Anti-bullying policy.

The Headteacher is trained to screen children for dyslexia. This enables provision to be matched carefully to the needs of individual pupils.

## 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 or e-mail communication	Ongoing discussions between teacher/TA and pupils	Throughout the school day
Parent/teacher consultation meetings	Teachers and Parents	End November and March. More often where necessary.
Home-School Book	Some/ SEND children	Daily home-school book
Assess, Plan, Do, Review meetings	Class teacher / parents / children (where appropriate) and SENCO	Most of these take place as part of Early Support TAC meetings.
Formal parent and pupil questionnaires/reports	All children with EHCPs	Annually as part of the EHCP annual review.

## 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 the class teacher in partnership with the child/young person, their parents and the SENCO. Please see our SEND Policy for further details.

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

- ✓ Communication and Interaction
- ✓ Cognition and Learning
- ✓ Social, Emotional and Mental Health
- ✓ Sensory and/or Physical Needs

More information is contained in our School Offer.

## Number of pupils with SEND

SEND Numbers 2019 – 2020	
EHCP	6
SEND Support	15
Total	21 (10% of school)

Specific needs of SEND pupils 2019 – 2020 Some children require support in more than one of these areas	
Social, Mental and Emotional Health, including ADHD	10
Sensory and/or Physical	7

Cognition and Learning, including Dyslexia	15
Communication and Interaction, including ASD	4

SEND Numbers Autumn 2020	
Statement / EHCP	2
SEND Support	17
Total	21 (9% of school)

Specific needs of SEND pupils Autumn 2020 Some children require support in more than one of these areas	
Social, Mental and Emotional Health, including ADHD	6
Sensory and/or Physical	4
Cognition and Learning, including Dyslexia	13
Communication and Interaction, including ASD	4

We monitor the quality and measure the impact of this provision of this provision by tracking pupil progress, reviewing IEPs and provision maps and Trauma Informed Schools (TIS) assessments.

### **Progress of Pupils with SEND 2019 - 2020**

Due to the Covid-19 pandemic, the school was closed for all pupils except children of key workers (20 March – 22 May), then only open for pupils in YF, 1 and 6 from 1 June until 21 July. This meant that pupils in Y2, 3, 4 and 5 and those from other year groups who didn't return to school only took part in home learning during this time. SATS tests did not take place and there was no requirement to submit any pupil attainment data to the local authority. No assessments took place and no pupil data was recorded after the end of February 2020 for the rest of the academic year.

Staff will be expected to assess all pupils during the autumn term 2020 to identify where pupils are on the school tracking system and to put in support for those who require catch up provision.

## **SEND during the Covid-19 pandemic**

During school closure and partial closure weekly returns were submitted to the local authority by the headteacher, detailing all pupils with EHCP and whether they were attending school or carrying out home learning. Regular communication between school and home (at least weekly) for families of all these children was maintained during this time.

During the pandemic, EHCP annual reviews and other SEND meetings continued to take place, but were held remotely via Zoom or Teams. Application for a new EHCP was successfully completed with additional top up funding granted by the local authority.

Pupils who had applied for places at Pencalenick School (specialist provision) were all accepted and all have transferred successfully.

### **Deployment of Staff and Resources**

Support staff are deployed in a number of roles:

- ✓ General class support
- ✓ Small group support
- ✓ Individual support (e.g. Read Write Inc., maths support, TIS, social skills/anger management)

Teaching Assistants support alongside the class teachers, delivering specialised programmes and offering general classroom support. A high level of support is given in the core subjects, particularly numeracy and literacy. In addition, support (group or individual) is given to children for specific areas such as speech and language therapy (SALT), communication skills, fine and gross motor, physiotherapy, working memory and processing interventions, sensory needs and social/emotional needs.

A significant focus of SENCO work has been in supporting teaching staff, and support and meeting the needs of TAs involved in delivering individualised and small group teaching and in assessing, administrative work, liaison with parents and other agencies.

### **Continuing Professional Development of Staff Skills 2019/2020:**

<b><u>Area of Knowledge/Skill</u></b>	<b><u>Staff Member</u></b>	<b><u>Training Received</u></b>
Social and Emotional	R. Olive K. Bray K. Hunkin	TIS Transfer Course – Trauma Informed Schools (TIS)

SENCO meetings	L. Drzymala	SEN Code of Practice Workshop SENCO training
Working memory and processing interventions	K. Hunkin	General awareness of impact on children with difficulties involved with working memory and processing, and strategies to support.
Dyslexia Awareness	All teaching staff	General awareness of dyslexia and strategies to support pupils Training from Nel West
Autism Awareness including PDA (Pathological Demand Avoidance)	All staff	General awareness of autism and strategies to support pupils
Medical	T. Morgan, C. Green, H. Goodchild, S. Robbins, T. Addey, F. Angilley, Sara Evans	Diabetes Training
Hearing Friendly Classroom	All staff	Training from the hearing support team

Whole school training in the past 18 months has included first aid, safeguarding and epi-pen use.

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

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

- ✓ SENCO network meetings (sharing information and good practice)
- ✓ Headteacher monitoring in different schools
- ✓ Moderation of EYFS, writing, reading and maths (particularly Y2 and Y6)

We ensure that the transition from Nursery/Pre-school to Reception is smooth by teacher visits to pre-school settings. The class teacher and SENCO attend TAC meetings for SEND pupils in summer term prior to transition. Five visits are offered to all pupils transferring to Kea School – most children attend all visits. Informal additional visits may be made if required. Due to Covid-19, normal visits did not take place Summer 2020. However, each pupil starting school was invited to two induction sessions which were held outside on the school field in small groups.

We support the transition from Reception to Year 1 by timetabling liaison time for staff. Year 1 teacher attends TAC meetings in the summer term prior to transition. Year 1 teacher leads Stay and Learn sessions for children and parents at least twice during the summer term. The whole class spend a morning with new teacher in new classroom in July. Children with specific needs are enabled to spend more time in classroom or with new teacher where required to support transition.

We help children to transition to the next year group by timetabling liaison time for staff. A TAC meeting takes place in the summer term prior to transition are attended by current teacher as well as teacher for the following academic year. Whole class spend morning with new teacher in new classroom in July. Children with specific needs are enabled to spend more time in classroom or with new teacher where required to support transition.

Due to Covid-19 and pupils not all being in school summer 2020, these normal transition sessions did not take place. However, each teacher created a video welcome/induction for their new class which was shared on the school website. Children with SEN needs were invited to visit their new classroom and meet their new teacher just before the start of the autumn term.

The transition from year 6 to secondary school is supported through SENCO and class teacher liaison. All agencies attending TAC meetings to ensure that all transfer arrangements are in place. Additional visits for pupils to secondary school supported by Kea School TAs. Additional agency support between both schools where appropriate (e.g. Disability Support). Due to Covid-19, pupils were not able to visit mainstream secondary schools this year, but all pupils attending special schools (in particular, Pencalenick School) were able to visit for an induction session.

Parents are included in this process through being part of ongoing TAC meetings and informal meetings whenever required.

### **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. Copies of this can be requested via the school office.

### **Our complaints procedure:**

Anyone wishing to make a complaint with regard to SEND support and provision should speak to the SENCO/Headteacher in the first instance. Copies of the school complaints policy are available on the school website or a hard copy may be requested via the school office.

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

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

The Designated Safeguarding Lead in our school is Katherine Hunkin and Clare Green. Brendan Carey will be undertaking multi-agency training (Autumn 2020) to become Designated Safeguarding Lead Cover.

The Designated Children in Care person in our school is Katherine Hunkin.

The Local Authority's Offer can be found at [www.cornwallfisdirectory.org.uk](http://www.cornwallfisdirectory.org.uk)

Our Accessibility Plan is available on request.

A copy of our School Development plan can be requested via the school office.

Our SEND 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 from the link on our website.

Our SEND 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 SEND Information Report on 5 October 2020.

### **Exclusions**

In the past academic year there have been no fixed term exclusions.

### **SEND Annual Reviews**

Parents of all children with statements of SEND attended their child's annual review. Older children were involved in their review process. Younger children were involved where appropriate.



**External Personnel and Other Agencies**

Kea School has close links with the Educational Psychologist, Autism Support, Occupational Support, Communication Support, Speech and Language Support, Physiotherapy Team, Continence Nurse and the Dreadnought Centre.

**Links with secondary and other school settings**

Kea School has ongoing close links with local secondary schools (in particular Penair and Richard Lander). Support for transition is good. Pupils with SEND have the opportunity to make extra visits to their new school during the summer term if required. Where alternative provision is required for a pupil for nurture style learning Kea School maintains very good links between the two settings.

**Inclusion**

All pupils with SEND and/or disability take part in all aspects of school life including out of school activities. The curriculum is differentiated by staff to ensure that all children receive a broad and balanced curriculum. All children have participated in the full range of opportunities and events arranged by the school, including educational visits and school productions.

**Equality**

We are committed to inclusion and equal access for all regardless of SEND. For full details please refer to our Single Equality Scheme.