

Kea Community Primary School



SEND Report Autumn 2021

SENCO

Lorna Drzymala

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.

During the Covid-19 pandemic we kept our children with SEND safe by:

- Social distancing measures including:
 - Class bubbles
 - Staggered starts
 - Staggered finishing times
 - Staggered lunchtime
 - Staggered breaks/playtimes
 - Drop-off and Pick-up designated spaces
 - Outside class routes to stop bubbles crossing
 - ICT suite on a weekly rota with 3-day break and clean down

- All adults and visiting professionals wearing masks in the school building
- Reduction in number of visiting adults in the school
- Consultations and meetings between professionals – virtual
- Meeting spaces used for professionals to assess children sanitised before and after use
- Self-testing twice weekly for all staff
- Virtual meetings whenever possible
- Face-to-face teaching for vulnerable pupils
- 1:1 virtual teaching of vulnerable pupils
- Home learning for pupils self-isolating
- Well-being calls to all children/parents during lockdown
- Well-being calls to all parents after Easter break regarding child's return to 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

<u>What</u>	<u>Who</u>	<u>When</u>
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.

NB During the COVID-19 Pandemic, all APDR / TAC(F) meetings have been held virtually and parent consultations have been done by phone. The March consultations took place 2 weeks after Easter to include well-being discussion after return to school for all children.

All additional transition meetings have been held virtually (spring / summer 2021).

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
 - Speech and Language additional lessons for SEN/vulnerable children
- Cognition and Learning
 - Teams 1:1 lessons for EHCP and vulnerable children
 - Access to learning within school during lockdown for SEN/vulnerable children.
 - Enhanced provision for SEN children returning after lockdown.
- Social, Emotional and Mental Health
 - 1:1 Plan, Do, Reviews for children with heightened anxiety and steps to reduce this
 - Teams assemblies for all classes
 - Regular well-being phone calls to parents during and after lockdown
 - Access to Dreadnought sessions
 - Additional provision for children with anxiety during residential trips
 - Social skills lessons and 1:1 provision continued as soon as children returned.
- Sensory and/or Physical Needs
 - 1:1 Provision of sensory toys and resources
 - Continuation of Fun Fit



More information is contained in our School Offer.

Of those pupils on our Record of Need a total of 1 Children with EHCPs, and 10 On SEN Support continued to attend school throughout the Covid-pandemic restrictions.

0 children with EHCPs and 2 children on SEN Support were isolating at home throughout the Covid-pandemic restrictions.

Number of pupils with SEND

SEND Numbers 2020 – 2021	
EHCP	2
SEND Support	19
Total	21

Specific needs of SEND pupils 2020 – 2021 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

SEND Numbers Autumn 2021	
Statement / EHCP	1
SEND Support	19
Total	20

Specific needs of SEND pupils Autumn 2021 Some children require support in more than one of these areas	
Social, Mental and Emotional Health, including ADHD	4
Sensory and/or Physical	7
Cognition and Learning, including Dyslexia	12
Communication and Interaction, including ASD	9

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 2020 – 2021

Averaged across the school, pupils with SEN made good progress throughout the academic year.

Expected progress 6 points	Reading		Writing		Mathematics	
	All SEN	No SEN	All SEN	No SEN	All SEN	No SEN
All (20 SEN)	6.7	6.5	8.0	6.8	6.9	6.8

Individual progress who made less than expected progress will continue to be supported this year.

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 2020/2021:

<u>Area of Knowledge/Skill</u>	<u>Staff Member</u>	<u>Training Received</u>
Social and Emotional	Katherine Hunkin Clare Green Lorna Drzymala Brendan Carey	Team Teach
SENCO meetings		
Working memory and processing interventions	Katherine Hunkin All staff	Working Memory and Processing Interventions Working Memory and Processing Interventions

Dyslexia Awareness		
Autism Awareness including PDA (Pathological Demand Avoidance)		
Medical	Stuart Moyse Keith Cotterill Sheryl Baker Sara Evans Liz Samuels	Diabetic training
Hearing Friendly Classroom	Abbie Reeve Elena Leverton Maria Cross	Strategies for teaching hearing impaired children
SEN Leadership	Lorna Drzymala	Completing your annual responsibilities

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. 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 in Summer 2021. 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.

Although classes were still working in bubbles during summer 2021, all classes completed transition with their new teacher. SEN children had additional opportunities for transition and additional meetings with parents and staff/SENCO took place.

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 one of the mainstream secondary schools. However, all SEN and vulnerable children were still able to visit for a transition 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, Clare Green and Brendan Carey.

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

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.