



# Newlyn School SEN Report December 2017

Name of SENCo: Julie Wood

Dedicated time weekly (incl safeguarding): Mon, Tues, 9.00-10.15; Mon, Tues, Fri 11.00-12.15; Thurs 9.00-12.15

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Name of SEN Governor: Mrs Sue Moon

School Offer link: please see the website

## Special Educational Needs Report

A child has special educational needs if he or she has a learning difficulty or disability which calls for special provision. A learning difficulty or disability is a significant greater difficulty in learning than the majority of others of the same age. We recognise the four areas of SEN identified in the new Code of Practice (September 2014)

- Communication and Interaction
- Cognition and Learning
- Social, mental and emotional health
- Sensory/Physical

At Newlyn School we aim to identify the needs of pupils by considering the needs of the whole child.

### 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 the Teaching and Learning Policies

### 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 ongoing teacher's assessment, recorded progress of interventions, Provision maps, multi-agency reports, and informal observations.
- ✓ 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 when pupils are not making progress within a differentiated curriculum provision or when pupil attainment fails to meet age related expectations and fails to do so. This may be discussed at designated staff meetings and pupil progress meetings.



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- ✓ Ongoing curriculum assessments
- ✓ Tracking progress using data
- ✓ Further assessments by specialists, including those from external agencies

We take a holistic approach of 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.

## **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	Teachers, support staff and SENCO	As required
Parents' Evenings	Teacher, SENCO	Twice yearly
Home-School Book	Parents, Teacher, Teaching Assistants	As required
Assess, Plan, Do, Review meetings	Teacher, SENCO	Half termly/ termly
Pupil Conferencing	Teachers, SENCO	Half termly/termly
Parent drop Ins	SENCO, Head Teacher, Teachers	As required
THRIVE	NM, ED, MH	Finished remainder of 10 day training.

## **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...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 – Speech and Language intervention,
- ✓ Cognition and Learning – RWI small group, pre—teaching, level appropriate numeracy curriculum
- ✓ Social, Emotional and Mental Health – Time to talk, Draw and Talk, Circle Time, after school clubs, Thrive Assessments, Action Plans and Sessions, Music Therapy, Forest Schools
- ✓ Sensory and/or Physical Needs – Funfit, Fine Motor skills, Dough Gym, stress balls, designated quiet areas, hand grips, reading overlays.

During the 2016/2017 academic year, we had **34** Children/young people receiving SEN Support and **7** children/young people with Education, Health and Care Plans or Statements of Educational Need.

## **Support Staff Deployment:**

Support staff are deployed in a number of roles:

- ✓ Speech and Language Interventions
- ✓ 1:1 support
- ✓ Small group support
- ✓ Nurture group/Time to Talk Groups/pastoral support/THRIVE/Music Therapy/Forest Schools
- ✓ Playtime and lunch time support



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- ✓ Medical support
- ✓ PPA cover
- ✓ Fun Fit sessions
- ✓ Breakfast Club

We monitor the quality and impact of this support by Annual Reviews, lesson observations, SEN walks around the school, PPMs and by scrutinising books. We measure the impact of this provision by reviewing the impact of interventions, attainment reviews, and progress within national curriculum or P scales, pupil well-being (whole class and individual Thrive assessments), pupil attendance, EYFS outcomes, TA Performance management, TA meetings, intervention impact and reviews.

## **Distribution of Funds for SEN:**

This year, the budget for SEN and Inclusion was allocated in the following ways:

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

## **Continuing Development of Staff Skills:**

<b><u>Area of Knowledge/Skill</u></b>	<b><u>Staff Member</u></b>	<b><u>Training Received</u></b>
Safeguarding (Female Genital Mutilation and Child Sexual Exploitation)	All staff	Twilight session September 2016
Supporting Children and Young People with Anxiety in School	NM and MH	1 day, October 2016
Resuscitation with a Tracheostomy	KR, CP, DH, NC, NB	Twilight session, November 2016
Epipen training	Foundation staff, Year 1 staff.	Twilight session, November 2016
Autism Champion Follow Up day	JW	1 day, July 2017
SEN Network Meetings	JW	Afternoon/twilight sessions - termly

Groups of Staff have also developed their knowledge of SEN and vulnerable children through termly training in staff meetings.

We monitor the impact of this training by whole staff meetings, lesson observations, performance management, pupil progress/attainment and by reviewing interventions.

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

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

- ✓ Cluster/ network meetings
- ✓ Academy Trust (Penlee)
- ✓ Feeder schools and transition processes



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This year (2016/2017) **8** children requiring SEN Support came to us from our partner schools/other schools and nurseries, with 0 children/young people with Education, Health and Care Plans or Statements of Special Educational Need. **9** children/young people on our Record of Need in 2016/17 made a successful move to local Secondary School, including **1** with an Education, Health and Care Plans or Statement of Special Educational Need.

We ensure that the transition from Nursery to Foundation is smooth through carefully planned visits to the Foundation Environment, over an extended period, home visits in the Autumn Term and a phased intake in September.

We help children to make the move from year to year by transition mornings and afternoons.

The transition from year 6 to secondary school is supported through the children attending Taster Days at all the local Secondary Schools in the Autumn Term, including those with SEN (supported by a 1:1 TA if needed) and Transition days in the Summer Term. For children/young people with SEN, the receiving Secondary School offers an Extended Transition Programme which prepares them adequately.

## **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 in the first instance speak to the SENCO. If you have further concerns, please see our complaints policy for the correct procedure.

This year we received 0 complaints with regard to SEN support and provision.

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

The Designated Safeguarding Lead in our school is Alison Whitney.

The Deputy Designated Safeguarding Lead in our school is Julie Wood.

The Designated Children in Care person in our school is Alison Whitney.

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

The following policies can be found on our website:

Newlyn School's SEN Policy and School Offer (our contribution to the Local Offer), Accessibility Plan, School Behaviour and Welfare Policy, Safeguarding Statement and Policy and the Pupil Premium Statement and Policy.

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 on \_\_\_\_\_ December 2017.