Name of SENCo: Julie Wood

Dedicated time weekly (incl safeguarding): Sept 2019 – Jul 2020 Fridays (From September 2020 this will be Monday and Friday afternoons).

Contact email: [mrswood@newlyn.cornwall.sch.uk](mailto:mrswood@newlyn.cornwall.sch.uk)

Contact Phone Number: 01736 363 509

Name of SEN Governor: Mrs Sue Moon

School Offer link: please see the website

**Newlyn School 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.
* 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 listened to the views of children/young people and their parents:**

|  |  |  |
| --- | --- | --- |
| **What** | **Who** | **When** |
| Informal Discussions | Teachers, support staff and SENCO | As required |
| Parents’ Evenings | Teacher, SENCO | Twice yearly (Oct 19 and Feb 20) |
| 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/TIS | HJ and LWH |  |

**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 2019/2020 academic year, we had **36** Children/young people receiving SEN Support and 6children/young people with Education, Health and Care Plans or Statements of Educational Need.

**SEND Cohort:** Previous year 2019 to 2020

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Year | SEN support | E (EHCP) | Total | Comments |
| R | 3 | 1 | 4 |  |
| 1 | 4 | 1 | 5 |  |
| 2 | 6 | 1 | 7 | 1 SEN supported converted to EHCP in July 2020 |
| 3 | 6 |  | 6 |  |
| 4 | 3 |  | 3 |  |
| 5 | 4 | 1 | 5 |  |
| 6 | 4 | 2 | 6 | 1 EHCP taught at Local Alternative Provision Academy. |
|  | | 6 | 36 |  |

**Percentage of Children on SEND register**: 25.5%

**Commentary:**

* **Breakdown of needs**: Most of the children on SEN register have needs in more than one area. Most (66.7%) of the pupils on the SEND Register were identified as havingCommunication and Interaction needs(C&I) which covers both Speech and Language Needs (SCLN) and Autism (ASD).

63.9% of those on the register were identified as having Cognition and Learning needs, which covers both Moderate Learning Difficulties, and Specific Learning Difficulties, including dyslexia, dyscalculia and dyspraxia.

41.7% of the children were identified as having Social, Emotional and Mental Health needs.

41.7% were identified with Sensory and Physical Needs.

* **EHCPs and future referrals:** We have been and are, closely monitoring three pupils across the school. I have sought the advice of outside agencies (mainly EP and TPAT SEND Lead) and have been putting their recommendations in place. All of these pupils had additional interventions in small groups and/or receiving more specialised support in the form of 1:1 specific intervention in line with the SEND graduated response. They were and are supported by staff in the class in core lessons and are reaching beyond the school’s SEND budget.

To be successful in acquiring further EHCPs, school needs to provide additional support in line with children’s support plans. The reviews of given provision need to be completed adequately.

**Cornwall SEN team, advised EHCP referrals to be postponed during lockdown and so these will be completed in the academic year 2020/2021**

One of these children, who joined us from another school is being taught out of year group (joined as a year 5 but should be a year 6); this is because he had been taught offset -1 in his previous school for several years.

For one pupil who was on SEN support, we were successful in acquiring an EHCP and this was awarded in July 2020.

Five reviews were held remotely in the Summer Term.

* **Medical**: We have a child with medical needs and school have worked with specialist nurses ((diabetic) to learn how to manage this child’s needs effectively and safely. The needs of this child need to be recorded in detail, in order to prove that time out of the classroom is impacting on academic attainment.
* **Special arrangements in relation to COVID-19**: During lockdown, those with EHCPs and our vulnerable children, were closely monitored by the SENCO (deputy DSL) and the Headteacher (DSL). The SENDCO made at least weekly phone calls to those with EHCPs, to ensure that all were well, to enquire about home learning, to offer support and advice and liaise between the parent and the teacher. The Headteacher made the same phone calls to the parents of her list of vulnerable children. All teachers, kept in regular contact with all the children in their class, providing differentiated tasks for children with needs and to ensure that their EHCP recommendations were being fulfilled. Contact was made by teachers (either by phone or email) to confirm that the children were happy and accessing learning, either by completing online tasks or by being provided with paper copies.

Along with children whose parents worked as ‘Key workers’, children with EHCPs, had access to provision. The parents of five children with EHCPs decided to educate their children at home. JW completed risk assessments for the said children. The parents of 1 child with an EHCP, who was educated at the local Alternative Provision Academy, wished for education to continue at their site.

**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 (TIS)/Music Therapy/Forest Schools
* Playtime and lunch time support
* 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 (2019/2020), 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:**

|  |  |  |
| --- | --- | --- |
| **Area of Knowledge/Skill** | **Staff Member** | **Training Received** |
| Safeguarding (Children in Education Update with a focus on Parental Mental Health) | All staff  + 3 governors (SM, PW, NC) | 25th September 2019 |
| Phonics Screening | SM, JL | Autumn 2019 |
| First Aid | BG, SS | Autumn 2019 |
| GDPR Awareness | SP | 30/9/19 |
| Epipen training | Foundation staff, Year 1 staff. | Twilight session, November |
| Cognition and learning Conference | JW | 1/11/2019 |
| SEN TPAT/Network Meetings | JW | Afternoon/twilight sessions -termly |
| Letters and Sounds | BG, JO, SM, AL, JL, LWH | 31/1/20 |
| Precision Teaching (with Educational Psychologist – Ellie Ley) | All TAs | 4/3/2020 |
| Smartlog online training: Basic GDPR | All staff |  |
| Smartlog online training: Equality and Diversity | All staff |  |
| Smartlog online training: Safeguarding and Prevent | All staff |  |

Staff developed their knowledge of SEN and vulnerable children through termly discussions in staff meetings.

We monitored 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 (TPAT)
* Feeder schools and transition processes

We are aware that the transition period for our pupils with SEND has been greatly affected by the current situation of Covid 19. All class teachers engaged in handover meetings with the incoming class teacher as well as the SENDCo and TAs where relevant. We also continued to work alongside our secondary colleagues to ensure that the information needed was shared.

This year (2019/2020) **2** 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. **6** children/young people on our Record of Need in 2019/20 made a successful move to local Secondary School, including **2** 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 usually help children to make the move from year to year by transition mornings and afternoons; however due to lockdown, this was not able to happen.

**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 Isabel Stephens.

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

The Designated Children in Care person in our school is Isabel Stephens.

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 30th November 2020.