**St Levan Primary School**

**SEN Report 2020 -2021**

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| Name of SENDCo: Ms Jess FergusonDedicated time: Half-termly, supported by Headteacher weeklyContact email: jferguson@st-levan.cornwall.sch.ukContact Phone Number: 01736 810486Name of SEN Governor: Sharon BrollySchool SEN Policy: see website |
| **What kinds of SEN are provided for?**  | All pupils are welcome at St Levan Primary School regardless of any individual needs. We always aim to meet or adapt practise to suit all pupils’ needs. We provide for**:****Communication and Interaction** - this includes children with speech and language delay, impairments or disorders, hearing impairment, and those who demonstrate features within the autistic spectrum. **Cognition and Learning** - this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia. **Social, Mental and Emotional Health** - this includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration. **Sensory and/or Physical Needs** - this includes children with sensory, multi-sensory and physical difficulties.We allocate our funding to support children through:▪ Support staff▪ External Services▪ Teaching and Learning Resources▪ Staff training |
| **How do you identify children and young people with SEN?** | Pupils can be identified in number of ways:* Class teacher / teaching assistant refers to SENDCo
* Ongoing assessments of learning
* Tracking progress using data
* Assessments by specialists, including those from external agencies
* Parents/ carers raise a concern or inform of a need
* The pupil asks for help or identifies a difficulty
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| **Do you have arrangements for consulting parents of children with SEN and involving them in their child’s education?** **When and how are children and young people with SEN involved in their education?** |

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| **What** | **Who** | **When** |
| Pupil involvement in their learning; successes celebrated and points for development identified. | Pupils, teachers, teaching assistants | Daily |
| Informal Discussions  | Parents, teachers, pupils | Beginning and end of day |
| Formal discussions | SEN Governor, SENDCo, teachers, support staff and pupils. | Termly and when required by appointment |
| Parents’ Evenings | Parents, class teachers, pupils | Autumn and Spring terms. |
| Home-School Book | Parents, teaching staff | Daily reading diaries, daily individual home-school books according to identified need. |
| Assess, Plan, Do, Review meetings, Including EHCP reviews | SENDCo, parents, class teachers, 1:1 support assistants, pupils and invited outside agencies/professionals as required. | Termly  |
| Early Support meetings | Lead professional, parents, pupils, teaching staff and other agencies involved. | Approx. 6 weekly or as requested. |
| TAC meetings | Lead professional, parents, pupils, teaching staff and other agencies involved. | Approx. 6 weekly or as requested. |

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| **How do you assess and review children and young people’s progress towards outcomes?** | **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 SENDCo 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 – visits by the Speech and Language Therapist.
* Cognition and Learning – All pupils have access to high quality teaching. Interventions in phonics, reading, writing and maths in small groups. Specific interventions for dyslexic pupils e.g. precision teaching, visual resources. Individual learning programmes where required. Referral to the Cognition and Learning Team if required.
* Social, Emotional and Mental Health – All staff have received ‘TIS’ training and one member of staff is a Trauma Informed Practitioner. One member of this team has dedicated sessions for 1:1 support for pupils who have been identified as requiring this need. The school has worked closely with outside agencies, including the Educational Psychologist, to provide support for some pupils with specific social, emotional and mental health needs including holding Early Support and TAC meetings as required. If needed, pupils also receive support from outside professional bodies e.g. CAMHS and Music Therapy on a 1:1 basis.
* Sensory and/or Physical Needs – Specific ‘Sensory Diets’ have been drawn up by the occupational therapists and have been adopted by the school for these individual pupils which may include daily physiotherapy exercises. Pupils with physical/motor co-ordination difficulties use resources specifically identified for their needs.
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| **What arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood do you provide?**  |  We work with a number of schools in the area in the following ways:* Pre-school transition begins in the summer term or weekly visits to the EYFS classroom to meet staff. Additional transition is given to pupils with SEN. The SENCO will meet with parents and key workers to ensure all support is in place.
* Class to class transition is considered with care for all pupils.
* Reception to Key Stage 1 and Key stage 1 to Key Stage 2 begins in the summer term. With additional support for some pupils.
* The transition from Year 6 to secondary school is supported through liaison with feeder secondary schools and their SENDCo and support teams. The feeder schools, Humphry Davy, Mounts Bay and Cape Cornwall schools, have dedicated transition programmes throughout the summer term for identified children which included extra visits at various times of the day as well as trips out and extra activity sessions.
* For children/young people with SEN, we also invite the SENDCo of the feeder schools to St Levan to meet the children and to attend the annual review or review meetings.
* Parents are included in this process by being invited to attend review meetings for SEN children at both primary and secondary schools, information evenings at secondary schools, actively involved in the extra transition programmes available.
* Additional visits for change in staff is a priority.
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| **What is your approach to teaching children and young people with SEN?**  | * As an inclusive small school we believe all pupils should be taught together. To achieve this it may involve differentiated teaching, small group work, 1 to 1 support or visual aids and other personalised resources.
* Teachers plan to meet the needs of all pupils by ensuring learning is focused on individual pupils’ needs and abilities. Outcomes from the assessment of learning enable teachers to set targets which reflect individual pupils’ skills, abilities and potential.
* Our curriculum is broad and balanced and is made accessible for all children through differentiation and ensuring that each child is able to access their learning, providing support and an individualised curriculum as necessary.
* We aim to ensure that children learn effectively and make good progress. To be effective learners, children need to work in a sustained manner with commitment and enjoyment, be confident in raising questions and have perseverance when answers are not readily available … to select appropriate methods, organise the resources they need effectively and then be able to evaluate their own work … we acknowledge that children learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that best suit them.
* High Quality Teaching and Learning – All teachers are responsible for the learning and progress of every child in their class, including those with SEN.
* Our inclusive, differentiated and personalised approach to enable all learners, including those with SEN, to engage with all aspects of school life.
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| **How are adaptations made to the curriculum and the learning environment of children and young people with SEN?**  | * Differentiated teaching
* Small group work
* Visual aids
* Learning walls
* Learning packs
* Variety of teaching styles
* ‘Sensory Diets’
* Resources for motor skills
* Adaptions to the physical environment eg. lighting, sound, layout, pop-up tents
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| **What expertise and training of staff have you to support children and young people with SEN?** | All staff training is ongoing to support the needs of pupils within the school. This is decided upon by the main area of need at that time. Training is mainly delivered in house by SENCo, Educational Psychologist or outside agencies. * Whole school training this year has included trauma informed practices and attachment disorders.
* Individual staff have also developed their knowledge of handling more challenging children through training on supportive holding, language/communication training by SLT and one member of staff has completed their training and assessment as a trauma informed practitioner.
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| **When and how do you evaluate the effectiveness of the provision made for children and young people with SEN?** | We monitor the quality and impact of this provision by;* Observations in class, meetings and performance management reviews with the teachers, 1:1 support and other support staff
* Continual monitoring of the quality of teaching
* Identifying and tracking the progress of children/young people that require support to catch up by regular termly review meetings with SENDCo, parents, teachers and children, regular meetings with support staff, attainment meetings with SLT
* 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.
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| **How are children and young people with SEN enabled to engage in activities available with children and young people in the school who do not have SEN?** | Through our inclusive approach pupils are encouraged to work together regardless of need or ability. Many lessons allow mixed ability working.  |
| **What support for improving emotional and social development do you provide?**  | We take a holistic approach to all aspects of a child’s development and well-being. Our pastoral arrangements for supporting the emotional and social development of all children/young people, including those with SEND, are set out in our School Offer. Our measures to prevent bullying can be seen in our Positive Behaviour policy. Other measures include:* New beginnings for pupils who join the school
* Mentors for pupils who need additional support
* Small social groups within the classes
* Circle time
* TIS sessions
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| **As a school how do you involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people’s SEN and supporting their families?**  | We currently work/meet on a regular basis with a number of outside agencies to enable us to meet the needs of our pupils.* Educational Psychology
* County SEN Team
* Speech and Language
* Autism Team
* Cognition and Learning team
* Occupational Therapy
* CAMHS/BLOOM
* School Nurse team
* Social Care
* Locality 1 Team, including Family Support, Early Support, TAC/CAF support
* Music Therapy Cornwall

These will change depending on the need of the pupils during the academic year. We are always open to work alongside agencies to ensure we are supporting all pupils to achieve the best of their ability.  |
| **On-going Development** | We work hard to ensure that any areas of support for our learners that can be improvedare identified and that strategies are put in place to make those improvements. We dothis through our School Improvement Plan. |
| **Our Complaints Procedure** | Anyone wishing to make a complaint with regard to SEN support and provision shouldconsult our Complaints Policy which can be found in the Policy section of our website under the School Information heading.This year we received 0complaints with regard to SEN support and provision. |