

Archbishop Benson Primary School

Annual SEN Information Report

September 2019



Name of SENCOs: Mrs Jo Williams & Mrs Becky Morris

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Name of SEN Governor: Mrs Mandy Hoare

School Offer link: <http://www.archbishop-benson.cornwall.sch.uk/our-school/sen>

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.

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 using the graduated response model: the *Assess, Plan, Do and Review* cycle, for those who are SEN Support or have an Education, Health & Care Plan.
- ✓ 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 & Care Plan are on our Record of Need.

How we identify children/young people that need additional or different provision:

- ✓ Class teacher refers to SENCO
- ✓ Ongoing curriculum assessments
- ✓ Tracking progress using data
- ✓ Further assessments by specialists, including those from external agencies
- ✓ Individual Trauma Informed School (TIS) assessments

We take a holistic approach by considering 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. Our measures to prevent bullying can be seen in our Anti-bullying policy.

How we listen to the views of children/young people and their parents:

<u>What</u>	<u>Who</u>	<u>When</u>
Informal Discussions, verbally and via telephone and email	All staff	Open door policy and through appointments
Parents/teacher interviews	All teaching staff	Twice per year
Home-School Book	Teachers and teaching assistants	As required
Assess, Plan, Do, Review meetings for <i>SEN Support</i> pupils and those with Education Health & Care Plans	Pupil, parent/carer, Class teacher and Special Needs Coordinator (if relevant)	Once per term
Early Support/TAC/CAF/CIN/CP meetings	Relevant staff, family and pupil if appropriate	Six monthly or more often if required
SEN Reviews	Relevant staff, family and pupil if appropriate	Annually
SEN Cafe	SENCOs, Family Support Coordinator, invited professional speakers, parents and carers	Termly
Transition meetings and visits to relevant educational settings: nurseries, Child Development Centre, APAs (Alternative Provision Academy), Secondary Provision and home visits.	SENCOs, teachers, parents/carers and pupils and relevant professionals	Primarily Summer Term, but also as and when needed.

The Assess, Plan, Do, Review Cycle:

For children/young people on our Record of Need, a graduated response of *Assess, Plan, Do, Review* cycle will be established by the SENCO 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 – Internal & external speech and Language support
- ✓ Cognition and Learning – 1:1 or small group intervention work targeted to need, external support from the Cognition & Learning Service, as required
- ✓ Social, Emotional and Mental Health – Rainbow Cove, Nurture Room, TIS are accessible internally, external support was also requested from CAMHS, drama therapy, CYMAZ, First Light, Penhaligon's Friends and Dreadnought.
- ✓ Sensory and/or Physical Needs – 1:1 or small group sensory diet support or support requested from Physical and Medical Needs Advisory Service.

During the 2018-9 academic year, we had approximately 24 Children/young people receiving SEN Support and 8 children/young people with Education, Health and Care Plans.

We measure the impact of this provision by tracking the impact of each intervention, looking specifically at pupil progress.

Support Staff Deployment:

Support staff are deployed in a number of roles:

- ✓ Speech and Language assistant
- ✓ Nurture group leaders
- ✓ One to one support
- ✓ Small group intervention leaders
- ✓ Social Skills intervention leader
- ✓ TIS interventions (individual assessment and programmes)
- ✓ Whole class general TAs
- ✓ Communication & Autism Champion

We monitor the quality and impact of this support by baseline and exit assessments.

New initiatives for 2017-2018

- ✓ Lunchtime Club run daily and overseen by our dedicated Communication Champion (invite only)
- ✓ Weekly Pupil Welfare Meetings attended by Head Teacher, SENCos, Family Support Coordinator, Designated Deputy Child Protection Officer and Communication Champion
- ✓ Nurture sessions run daily by two Teaching Assistants (invite only)

Distribution of Funds for SEN:

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

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

Continuing Development of Staff Skills:

<u>Training Received</u>	<u>Staff Member</u>	<u>When</u>
SEN Services South West training	Mrs Morris & Mrs Williams	Oct 2018
SENCO network training	Mrs Morris & Mrs Williams	Termly
SENCO cluster meetings	Mrs Morris & Mrs Williams	Termly
Autism Champion – networking	Mrs E Atkins	Termly
Team Teach training	Mrs Morris, Mrs Atkins, Mr Galler, Mrs Jenaway, Mrs Nolan, Mrs Osbourne, Mrs Power, Mrs Giblett, Mrs Truen.	July 2019

Partnerships with other schools and how we manage transitions:

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

- ✓ SENCO cluster meetings (Truro area) once per term
- ✓ SENCO network (Cornwall area) meetings twice per year
- ✓ Transition meetings for pre-school pupils entering Reception
- ✓ Transition meetings for Y6 pupils with their chosen secondary school
- ✓ Monitoring and transition for children who are accessing alternative provision

We ensure that the transition from Nursery to Reception is smooth, as a result of both the class teachers and the SENCo visiting each child with additional needs at each individual nursery or at home.

We support the transition from Reception to Year 1 by a series of class visits and liaisons between the current and new class teacher and all other adults involved with the individual child. This support continues for each yearly transition throughout the school, if required. Parents are involved in this process as part of the SEN Support or EHCP meeting cycles.

The transition from year 6 to secondary school is supported through transition meetings/sessions with the pupil being at the heart of the process.

For children/young people with SEN, we also ensure that extra visits are arranged involving all professionals and parents.

Our complaints procedure:

Anyone wishing to make a complaint with regard to SEN support and provision should in the first instance talk to the SENCOs or the Head Teacher. The SEN Governor is also available to discuss any concerns.

Other relevant information and documents:

The Designated Safeguarding Lead in our school is Mrs Helen Giblett.

The Designated Children in Care Lead in our school is Mrs Carolyn Power.

The Local Authority's Offer can be found at www.cornwallfisdirectory.org.uk

Our Accessibility Plan can be found on our website <http://www.archbishop-benson.cornwall.sch.uk/our-school/forms-and-policies>

The School Development plan can be found on our website.

Our SEN 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 SEN, can be viewed from the link on our website.

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.