Alverton Primary School
SEN Report 2019 - 2020

Name of SENDCo: Mrs Helen Hughes
Dedicated time weekly: 1 1/2 day
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Name of SEN Governor: Helen Thomas-Ayotte and Simeon Royale
Designated Safeguarding Lead: Mr Martin Higgs
Designated person for Children in Care: Mrs A Clemens

School Offer link: https://alverton.eschools.co.uk/website/special_educational_needs/176603
School SEN Policy: https://alverton.eschools.co.uk/website/sen_policy/176617
Local Authority Offer can be found at: www.cornwallfisdirectory.org.uk

The Governing Body approved this SEN Information Report on:

What kinds of SEN are provided for?	All pupils are welcome at Alverton 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 **Social, Mental and Emotional Health** - this includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.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 Details of admission arrangements for pupils with Special Educational Needs are included within the school's Admissions policy in the Policies section of our website under the Key Information heading.
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 ▪ On-going 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

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?**	**<u>What Who When</u>** Pupil involvement in their learning; successes celebrated and points for development identified. Pupils, teachers, teaching assistants Daily Informal Discussions Parents, teachers, pupils By appointment Informal discussions SEN Governor, SENDCo, teachers, support staff and pupils. Termly 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 with 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. TAF meetings Lead professional, parents, pupils, teaching staff and other agencies involved. Approx. 6 weekly or as requested.

How do you assess and review children and young people's progress towards outcomes?	**<u>The Assess, Plan, Do, Review Cycle:</u>** 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 from the Speech and Language Therapist; 1:1 support by a trained S&L HLTA with guidance from the S&L Therapist; advice and support for the autism champions from the autism team. ✅ 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 eg precision teaching; 'Nessy', visual resources; individual learning programmes where required. ✅ Social, Emotional and Mental Health – the school has set up a pastoral support team who have received training in behaviour management, coaching, attachment and bereavement counselling; three members of staff are currently training with the 'Thrive' team; one member of this team devotes the afternoon sessions for 1:1 support for pupils who have been identified as requiring this need; the school has worked closely with outside agencies to provide support for some pupils with specific social, emotional and mental health needs including holding Early Support and TAF meetings as required. ✅ Sensory and/or Physical Needs – specific 'Sensory Diets' have been drawn up by the occupational therapists and have been adopted by the school for individual pupils which may include daily physiotherapy exercises; a partially sighted pupil receives regular visits from the visual adviser and has specially adapted resources to allow access to all the curriculum; a pupil with hearing loss has visits from professionals to look at the classroom environment. Pupils with physical/motor co-ordination difficulties use resources specifically identified for their needs; input from the physiotherapy team has enabled pupils to be supported with daily exercises.

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: ✅ Partner schools in the TPAT, sharing knowledge and expertise. ✅ PE partnership and secondary schools ✅ Gifted and Talented partnerships with secondary schools ✅ Workshops for pupils in Year 5 and 6 at both our local secondary schools • Pre-school transition begins in the summer term with weekly visits to the EYFS classroom to meet staff. Additional transition is provided for pupils with SEN. The SENDCo 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 SENDCos and support teams. Two of the secondary schools, Humphry Davy and Cape Cornwall, have dedicated transition programmes throughout the summer term for identified children which include extra visits at various times of the day as well as trips out and extra activity sessions. • 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. • Within our school, there are strong systems in place to support transition between classes and phases.

What is your approach to teaching children and young people with SEN?	✅ As an inclusive school, we believe all pupils should be taught together. To achieve this may involve differentiated teaching, small group work, 1 to 1 support or visual aids. ✅ Our Curriculum policy states that 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. ✅ Our Teaching and Learning Policy states our 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." ✅ We ensure that we provide high quality teaching and learning – all teachers are responsible for the learning and progress of every child in their class, including those with SEN. ✅ We provide an inclusive, differentiated and personalised approach to enable all learners, including those with SEN, to engage with all aspects of school life.

How are adaptations made to the curriculum and the learning environment of children and young people with SEN?	Examples of this would be: • Differentiated teaching • Small group work • Visual aids • Learning walls • Learning packs • Varied teaching styles • 'Sensory Diets' • Resources for motor skills • Adaptions to the physical environment eg ramps, disabled toilet, shower, changing mat • Our Learning environment is flexible to allow, when possible, all children to choose where and how they work and learning environments are adapted by staff and the pupils themselves to best meet individual needs. Details of the school's access arrangements for pupils with Special Educational Needs are found in the school's Accessibility Plan in the SEN Accessibility Plan and Policy page of our website in the Special Educational Needs section under the Key Information heading.
What expertise and training of staff have you to support children and young people with SEN?	A member of staff has studied for the National Accreditation of SEN in 2015-2016. Other areas of expertise include autism champions, dedicated speech and language HLTA and visual and hearing awareness. All staff training is on-going to support the needs of pupils within the school and is decided upon by the main area of need at that time. Training is mainly delivered in house by the SENDCo, Educational Psychologist or outside agencies. All staff have received Dyslexia training and most have updated their First Aid training; individuals and groups of staff have received training in Thrive, Memory Skills, Epipen and Visual and Hearing Awareness. We review the impact of this training by monitoring the progress of pupils, staff performance management, observations of all staff and external visits form outside agencies.

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 between teachers and support staff and attainment meetings with SLT ✓ identification of children/young people requiring SEN Support and initiation of "assess, plan, do, review" cycle ✓ consideration of application for an Education, Health and Care Plan
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 encourage and support mixed ability working. The school ensures that every pupil is able to achieve high standards. We will ensure that every pupil has access to the necessary support required to enable them to achieve their highest potential. We ensure that the school's procedures are fair, effective and equitable. Further information can be found within the school's Single Equality Scheme in the Single Equality Scheme section of our website under the Key Information heading.
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 Anti-Bullying policy. Other measures include: • Support for pupils who join the school • Mentors for pupils who need additional support • Small social groups within the classes • Pastoral Support team • Individualised pastoral support • Circle time

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. These include: • Educational Psychology • Behaviour Support • Speech and Language • Visual Support Team • Autism Team • Dyslexia Team • Occupational Therapy • CAMHS/BLOOM • School Nurse team • Social Care • Locality1 Team, including Family Support, Early Support, TAF/CAF support • Dreadnought • Penhaligon's Friends 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 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 Action Plan.
Our Complaints Procedure	Anyone wishing to make a complaint with regard to SEN support and provision should consult our Complaints Policy which can be found in the Policy section of our website under the Key Information heading. This year we received **no** complaints with regard to SEN support and provision.