



# Tywardreath School

Name of SENCo: David Gilbert

Dedicated time weekly: 2 days

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School Offer link:

*'Leaders make effective use of the additional funding they receive to support pupils who have special educational needs (SEN) and/or disabilities. Leaders have an in-depth knowledge of the needs of these pupils and put detailed plans in place to support them. The plans are monitored rigorously and adjustments made where necessary. As a result, these pupils are making good progress'. OFSTED 2018*

## **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 Teaching and Learning Policy

## **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 quantitative and qualitative half termly assessments.
- ✓ 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 statements) are on our Record of Need.

## **How we identify children that need additional or different provision:**

- ✓ Ongoing curriculum assessments
- ✓ Half termly data to track progress
- ✓ Pupil progress meetings where the class teacher, SENCO and senior team leader discusses pupil progress, interventions and impact.
- ✓ Class teacher refers to SENCO – identify their needs and track them on class ‘On Alert’ lists for a minimum of 6 weeks, plan and deliver necessary interventions and provision tailored to their needs in order for them to ‘catch up’, monitor and assess their progress, consider transition from ‘On Alert’ to ‘SEN Support’ if they are not making necessary progress and have a particular area of need, further assessments by specialists, including those from external agencies carried out and an action plan put in place.
- ✓ Further assessments by specialists, including those from external agencies

We take a holistic approach to 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



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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 and their parents:**

<b><u>What</u></b>	<b><u>Who</u></b>	<b><u>When</u></b>
Informal Discussions	Class teacher, teaching assistant, SENCO and Principal	Ongoing when required
Parents' Consultations	Class teachers, SENCO, parents and pupils	Termly
Home-School Book	Individual children, teacher, teaching assistants and parents	Daily
Assess, Plan, Do, Review meetings	Class teachers, SENCO, parents and children	Termly
1:1 Pupil Coaching	Class teacher and individual pupils	Half termly
Annual SEN reviews	Class teacher, teaching assistant, SENCO, parents, principal and outside agencies	Annually
Team Around the Child/Family meetings	Class teacher, teaching assistant, SENCO, parents, principal and outside agencies	When required
Pupil Parliament	Pupil representatives, teacher and Principal	Weekly
Pupil voice	Children, teachers, Senior leaders, governor	Half termly

## **The Assess, Plan, Do, Review Cycle:**

For children on our Record of Need, an Assess, Plan, Do, Review cycle will be established by the SEN Co-ordinator in partnership with the child, their parents and the class teacher. Please see our SEN Policy for further details.

This year, provision made for children on our Record of Need has been:

- ✓ Communication and Interaction:
  - Speech and Language Therapy and related interventions, Makaton Signing, communication book, Clicker 5, use of technology to support individual needs in class, ASD support from external agencies, social skills support, alternative augmentative communication aids and visual timetables and support.
- ✓ Cognition and Learning:
  - Educational Psychologist visited regularly to assess individual child's needs and created an action plan with suggested strategies to use in class to support them, pre-teaching and re-teaching of knowledge and skills learnt in lessons in small group interventions, memory workshop to develop strategies to improve short term memory, phonological awareness intervention on a weekly basis for extra support with reading and spelling,



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Precision teach interventions, small group interventions in maths and English, undertaken Dyslexia Screening Tests to identify specific areas of need in Literacy, sent home additional homework for parents to support and consolidate their learning at home.

- ✓ Social, Emotional and Mental Health:
  - Trauma Informed Schools (TIS) snapshot assessments and action plans for individual children, daily 'meet and greet' sessions for vulnerable children, key people assigned to children with social and emotional needs as a first point of contact, behaviour for learning individual reward systems, quiet areas provided for children, involvement of Behaviour Support to evaluate strategies in place for specific children and complete observations, Thrive room, structured lunch time support and social stories used for social skills.
- ✓ Sensory and/or Physical Needs –Fine motor and handwriting interventions, multi-sensory teaching strategies, fine and gross motor skills activities and interventions, Occupational Therapy support as well as referrals and physiotherapy support and staff cpd.

During the 2019/2020 academic year, we had 29 children receiving SEN Support and 4 children with Education, Health and Care Plans or Statements of Educational Need.

Year	SEN Support	EHCP
EYFS	5	0
1	8	0
2	3	0
3	5	0
4	2	1
5	3	2
6	3	1
Total Number	29	4

We monitor the quality of this provision by:

- Setting SMART targets
- Reviewing class and individual provision maps
- Monitoring Teachers planning, pupils work and learning environments
- Pupil voice
- Lesson/intervention observations
- Learning walks

We measure the impact of this provision by:

- Analysing pupil progress data
- Review targets and provision during Assess, Plan, Do, Review meetings
- Pupil progress meetings



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## **Support Staff Deployment:**

Support staff were deployed in a number of roles:

- ✓ Learning support in Classrooms
- ✓ 1:1 pupil provision
- ✓ Small group intervention
- ✓ Playground support
- ✓ Lunchtime support
- ✓ Breakfast club
- ✓ PPA cover
- ✓ First aid
- ✓ Swimming support
- ✓ Support with educational visits/residential trips
- ✓ Creating practical learning resources and provisions such as visual timetables, individual behavioural systems etc.

We monitor the quality and impact of this support through our school monitoring system and staff performance appraisal. This includes personal target setting, regular reviews, observations and pupil voice.

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

This year, the budget for SEN and Inclusion was £22,122.00 (TBC)

This 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>
Trauma Informed School	All staff	Trauma and Attachment Informed approaches in school.
English	English lead and KS2 lead	- Supporting subject leaders making a difference - Literacy Mastery Training - Literacy update
Maths	Maths lead and future lead	- Key skills and concepts
Safeguarding training	All staff	Safeguarding review training
Reading	English lead and Headteacher	- Accelerated reader training
English strategies to support learning	KS1 lead	Empowering struggling readers and writers
Draw and Talk therapy	Teaching Assistant	The foundation to Drawing and Talking
Behaviour Management	NQT	Behaviour management strategies
SATS success	Year 2 and 6 staff	Preparing children for SATS



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Paediatric First Aid	4 staff members	Paediatric First Aid training
SEN monitoring	Educational Psychologist All staff	Monitoring of provision and areas to improve for pupils with SEND

We monitor the impact of this training by monitoring teaching and learning.

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

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

- ✓ SEN Network meetings
- ✓ Visit nurseries and Early Years settings to meet new intake, meet with parents of children with SEN to assess their needs and make plans for appropriate provision in the new academic year.
- ✓ Transition days, both to and from Tywardreath school
- ✓ Providing opportunities for curriculum days and include children with SEN
- ✓ Working with other schools within our trust

This year, 6 children requiring SEN Support came to us from our partner schools. 5 children on our Record of Need in 2019/20 made a successful move to our partner schools.

Due to Covid 19 government guidance and social distancing, transition had to be carefully planned and remodelled to ensure children and their families were supported, this included virtual meetings, videos, photos and social media.

We support the transition from year group to year group by organising early transition opportunities for those children who need it, in addition to the 'whole school' transition process. For children with SEN, transition is individualised for those who need it and can include, home and pre-visits to the new learning environment, social stories about moving to the next class, additional opportunities for children to bond with the new teachers and teaching assistants, summer postcards and transition books of new teachers, teaching assistants and children, which can be taken home during the summer holidays.

The transition from year 6 to secondary school is supported through sharing important SEN information and data, including previous and current provision maps/targets, list of interventions undertaken, involvement of external agencies and opportunity for children to visit their new school on more than one occasion, getting to know daily routines, the areas of the school, etc.

## **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 Academy Improvement Plan, which includes our SEND Development/Action Plan.

## **Our complaints procedure:**



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Anyone wishing to make a complaint with regard to SEN support and provision should refer to our complaints policy on our website.

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 Mrs C McColville

The Designated Children in Care person in our school is Mrs C McColville

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

Our Accessibility 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.