

DSEN Annual Information Report – July 2018

Name of SENDCo: Mrs Suzanne Le-Doux-Lucas

Dedicated time weekly: ½ day

Contact email: head@luxulyansch.org

Contact Phone Number: 01726 850397

Name of DSEN Governor: Matthew Tonkin

School Offer link:

[file:///luxfileserver/Users\\$/Staff/sldlucas/Downloads/Luxulyan_CP_School_SEND_Offer_Autumn_2018%20\(1\).pdf](file:///luxfileserver/Users$/Staff/sldlucas/Downloads/Luxulyan_CP_School_SEND_Offer_Autumn_2018%20(1).pdf)

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 SEND.
- ✓ An inclusive, differentiated and personalised approach to enable all learners, including those with SEND, 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.
- ✓ Identification of children/young people requiring SEND 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 SEND Support, or with an Education, Health and Care Plan are on our Record of Need.

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

- ✓ Class teacher refers to SENDCo using an internal referral form which reflects on current levels of attainment, concerns raised, what has been done so far and what we want to happen next.
- ✓ Ongoing curriculum assessments
- ✓ Tracking progress using data
- ✓ Further assessments by specialists, including those from external agencies

We take a holistic approach by 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 SEND, is set out in our School Offer. Our measures to prevent bullying can be seen in our Anti-bullying policy.

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

What	Who	When
Informal Discussions	All pupils	Daily
Parents' Evenings/ Reports	All pupils	Termly
Home-School Book	Individual children	Daily
Assess, Plan, Do, Review meetings	Pupils on school Record of Need	Half termly
Team Around the Child / Family meeting	Individual Pupils	When scheduled
Pupil Council	Representatives from all classes	Half termly
Questionnaires	All pupils and parents	Annually

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 our SENDCo in partnership with the child/young person, their parents and the class teacher. Please see our SEND Policy for further details.

This year, provision made for children/young people on our Record of Need has included:

- ✓ Communication and Interaction – e.g. SALT provision, Social groups
- ✓ Cognition and Learning
- ✓ Social, Emotional and Mental – e.g. School counsellor, PPSA, Trauma Informed Schools specialist
- ✓ Sensory and/or Physical Needs - e.g. RWI, Fun Fit

During the 2017/2018 academic year, we had 12 Children/young people receiving SEND Support and 0 children/young people with Education, Health and Care Plans or Statements of Educational Need.

We monitor the quality and impact of this support by

- Observations
- Book & Planning Scrutiny
- Pupil Conferencing
- Learning Walks
- Progress towards individual targets

Support Staff Deployment:

Support staff are deployed in a number of roles:

- Autism champion
- PPA
- Draw and Talk specialist
- SALT provision
- Support in Classroom

- 1 : 1 Provision
- Small group/1:1 'Diminishing the difference' intervention
- Playground support
- Lunchtime support
- Supporting at Afterschool Clubs
- Running Afterschool Clubs
- PPA Cover (HLTAs)
- First Aid
- Library support

We monitor the quality and impact of this support by Observations; Book & Planning Scrutiny; Pupil Conferencing.; Learning Walks.

Distribution of Funds for SEND:

This year the distribution of funds for SEND was allocated in the following ways:

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

Continuing Development of Staff Skills:

Individuals' CPD this year:

<u>Area of Knowledge/Skill</u>	<u>Role of Staff undertaking cpd</u>	<u>Training Received from</u>
Reviewing the Code of Practice	Teachers, TAs, Governors	Updated ways to implement in school
Our graduated response	All teachers	Classroom responsibilities
Social / Emotional and Mental health awareness- TIS award	HLTA/ PPSA SLT (2 day introduction)	TIS UK trainers
Social / Emotional and Mental health awareness	Whole school	TIS UK trainers

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

Partnerships with other schools and how we manage transitions:

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

- Transition to Senior Schools.
- Transition into Reception Class from Independent Nurseries.
- Transition into Luxulyan mainstream from other mainstream schools.

This year, 1 child requiring SEND Support came to us from other schools and 0 children/young people with Education, Health and Care Plans joined us from other schools.

We ensure that the transition from each year group to the next by holding Transition sessions in the summer term.

The transition from year 6 to senior school is supported through –

- Taster Days at the Senior schools;
- SEND General Meeting at Senior School;
- Meetings / liaisons between Luxulyan's SENDCo and SENDCo's from all receiving schools to discuss individuals' needs.
- The passing on of all SEND files (including update provision records) to the receiving schools.

2 children on our Record of Need in 2017/18 made a successful move to other schools. This included 2 pupils moving onto their secondary education.

We supported the transition from our local nursery and other nurseries into our Reception class by holding 'Stay and Play' sessions throughout the Summer term.

We helped children to make the move from the Early Years Foundation Stage to KS1 by having mixed year classes for part of the year and timetabling 'moving up' mornings and from KS1 to KS2 by timetabling 'moving up' mornings.

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 Improvement Plan, which includes our SEND Development/Action Plan. This is also on the school website- **CURRENTLY BEING FINALISED.**

Our complaints procedure:

Anyone wishing to make a complaint with regard to SEND support and provision should follow the procedures listed on the School Website. This year we received 0 complaints with regard to SEND support and provision.

Other relevant information and documents:

The Designated Safeguarding Lead in our school Mrs Suzanne Le-Doux-Lucas

The Designated Children in Care person in our school is Mr Stewart Gynn

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

Our Accessibility Plan can be found on our website.

The School Improvement plan can be found on our website- **CURRENTLY BEING FINALISED**

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

Details of how we keep children/young people safe can be found in our Safeguarding Policy which can be viewed on the school website.



Our SEND 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 SEND Information Report –September 2018.