

# Kea Community Primary School



## SEND Report Autumn 2024

### SENCO

Lorna Drzymala

### SEN Governors

Sarah White

### Role of the SEND Governor

- Meet the SENCO on a termly basis to gain information about the provision made for pupils with special educational needs and to monitor the implementation of the SEND policy
- Discuss with school staff the outcomes of the school's monitoring and evaluation of the provision made for pupils with special educational needs
- Observe at first-hand what happens in the school, both inside and outside the classroom to ensure that SEND pupils are actively involved in all aspects of school life
- Take opportunities to meet and talk with parents of SEND children
- Keep informed about developments in the area of special educational needs, nationally, locally and within the school.

### Policy

The Special Educational Needs policy is updated annually in the autumn term and is written in line with the Code of Practice for Special Educational Needs and Disability (SEND) 2014. The code details the rights and responsibilities of parents and children throughout the process.

The SEND policy is published on the school website.

### Identification and Provision

The four areas of Need and Disability identified in the new Code of Practice are:

- ❖ Social, Mental and Emotional Health, including ADHD
- ❖ Sensory and/or Physical
- ❖ Cognition and Learning, including Dyslexia
- ❖ Communication and Interaction, including ASD

## **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.

## **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 providing additional differentiated resources, scaffold or adult support as part of a small group.
- ✓ Identification of children/young people requiring SEND Support and initiation of “assess, plan, do, review” cycle.
- ✓ If a child requires additional and different provision and the school is required to consult with outside agencies, then the child is considered to be receiving SEND Support Provision.
- ✓ Consideration of application for Education, Health and Care Plan (EHCP). All Statements of Special Educational Needs for children at Kea have now been replaced by EHCPs.
- ✓ All children/young people identified as requiring SEND Support, or with an Education, Health and Care Plan (or statement) are on our Record of Need.

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

- ✓ Class teacher refers to SENCO (having been monitored for a period of time at On Alert)
- ✓ 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.

The SENCO completes the dyslexia screening test. This enables provision to be matched carefully to the needs of individual pupils.

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

<b><u>What</u></b>	<b><u>Who</u></b>	<b><u>When</u></b>
Informal Discussions or e-mail communication	Ongoing discussions between teacher/TA and pupils	Throughout the school day

Parent/teacher consultation meetings	Teachers and Parents	End November and March. More often where necessary.
Home-School Book	Some/ SEND children	Daily home-school book
Assess, Plan, Do, Review meetings	Class teacher / parents / children (where appropriate) and SENCO	Most of these take place as part of Early Support TAC meetings.
Formal parent and pupil questionnaires/reports	All children with EHCPs	Annually as part of the EHCP annual review.

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

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

- **Communication and Interaction**
  - Speech and Language additional lessons (including following specific SALT plans from speech therapists) for SEN/vulnerable children/ catch up RWInc sessions (1:1- 1:4)
- **Cognition and Learning**
  - Teams 1:1 lessons and 1:1 home teach lessons for vulnerable children
  - Enhanced provision for SEN children who have missed out on learning through EBSA or medical needs.
- **Social, Emotional and Mental Health**
  - 1:1 Plan, Do, Reviews for children with heightened anxiety and steps to reduce this
  - Access to Dreadnought sessions
  - Access to ASD team 1:1 session
  - Additional provision for children with anxiety during residential trips
  - Alternative curriculum and provision
  - Social skills small group lessons and 1:1 provision
- **Sensory and/or Physical Needs**
  - 1:1 and small group provision of sensory toys and resources
  - Fun Fit
  - 1:1 sessions with Physical and Medical Needs Team

More information is contained in our School Offer.

## Number of pupils with SEND

SEND Numbers 2023 – 2024	
EHCP	2
SEND Support	32
Total	34

Specific needs of SEND pupils 2022– 2023 Some children require support in more than one of these areas	
Social, Mental and Emotional Health, including ADHD	16
Sensory and/or Physical	1
Cognition and Learning, including Dyslexia	20
Communication and Interaction, including ASD	12

SEND Numbers Autumn 2024	
Statement / EHCP	4
SEND Support	32
Total	36

Specific needs of SEND pupils Autumn 2024 Some children require support in more than one of these areas	
Social, Mental and Emotional Health, including ADHD	15
Sensory and/or Physical	4
Cognition and Learning, including Dyslexia	17
Communication and Interaction, including ASD	16

We monitor the quality and measure the impact of this provision of this provision by tracking pupil progress, reviewing Assess, Plan, Do, Reviews and provision map and Boxall assessments.

## Deployment of Staff and Resources

Support staff are deployed in a number of roles:

- ✓ General class support
- ✓ Small group support
- ✓ Individual support (e.g. Read Write Inc., maths support, LEGO therapy/ Draw & Talk/ social skills/anger management)

Teaching Assistants support alongside the class teachers, delivering specialised programmes and offering general classroom support. A high level of support is given in the core subjects, particularly numeracy and literacy. In addition, support (group or individual) is given to children for specific areas such as speech and language therapy (SALT), communication skills, fine and gross motor, physiotherapy, working memory and processing interventions, sensory needs and social/emotional needs.

A significant focus of SENCO work has been in supporting teaching staff, and support and meeting the needs of TAs involved in delivering individualised and small group teaching and in assessing, administrative work, liaison with parents and other agencies.

## Continuing Professional Development of Staff Skills 2023/2024:

<u>Area of Knowledge/Skill</u>	<u>Staff Member</u>	<u>Training Received</u>
ASD	M. Barritt/A. Bevis/ K. Bray/ L. Drzymala/ K. Lawrence/ A. Reeve/ L. Bunten/ H. Trivett/ K. Watts/ S. Whitford	Introduction to ASD and strategies
ASD	A. Lightfoot	PDA training and strategies
ASD	S. Averre/ L. Bunten/ H. Trivett/ K. Watts	Wraps -sensory
ADHD	M. Barnard	Understanding & Managing Impulsive Behaviours & other ADHD Behaviours
ASD	A. Bevis	Understanding & Supporting Children with Demand Avoidance Behaviours
Neurodiversity	L. Drzymala	Profiling Tool Training
SEMH	A. Reeve/ S. Moyse/	Team Teach
Communication & Interaction	I.Keat	Communicating with Symbols

SEMH Communication & Interaction	M. Barnard/ M. Barritt/ A. Bevis/ K. Bray/ H. Pickford/ I. Keat/ M. Yeo	When the adult changes, everything changes
Communication & Interaction Cognition & Learning	All teaching staff	Adaptive Teaching: Auditing Practice & Implementing Change
Cognition & Learning	M. Barnard	Ensuring meaningful, positive outcomes for all learners, including learners with SEND in the classroom
SEMH Communication & Learning	M. Barnard	Restorative Approach for Peaceful Learning Environments Primary
SEN	M. Barritt	SEND: How Best to Identify Special Educational Needs
SEMH	K. Bray	Lead Mental Health Training

Whole school training in the past 12 months has included first aid and safeguarding.

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

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

- ✓ Headteacher monitoring in different schools
- ✓ Moderation of EYFS, writing, reading and maths (particularly Y2 and Y6)

We ensure that the transition from Nursery/Pre-school to Reception is smooth by teacher visits to pre-school settings. The class teacher and SENCO attend TAC meetings for SEND pupils in summer term prior to transition. Visits are offered to all pupils transferring to Kea School – most children attend all visits. Informal additional visits may be made if required.

We support the transition from Reception to Year 1 by timetabling liaison time for staff. Year 1 teacher attends TAC meetings in the summer term prior to transition. Year 1 teacher leads Stay and Learn sessions for children and parents at least twice during the summer term. The whole class spend a morning with new teacher in new classroom in July. Children with specific needs are enabled to spend more time in classroom or with new teacher where required to support transition.

We help children to transition to the next year group by timetabling liaison time for staff. A TAC meeting takes place in the summer term prior to transition are attended by current teacher as well as teacher for the following academic year. Whole class spend morning with new teacher in new classroom in July. Children with specific needs are enabled to spend more time in classroom or with new teacher where required to support transition.

The transition from year 6 to secondary school is supported through SENCO and class teacher liaison. All agencies attending TAC meetings to ensure that all transfer arrangements are in place. Additional visits for pupils to secondary school supported by Kea School TA's. Additional agency support between both schools where appropriate (e.g. Disability Support).

Parents are included in this process through being part of ongoing TAC meetings and informal meetings whenever required.

### **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 Development Plan. Copies of this can be requested via the school office.

### **Our complaints procedure:**

Anyone wishing to make a complaint about SEND support and provision should speak to the SENCO/Headteacher in the first instance. Copies of the school complaints policy are available on the school website, or a hard copy may be requested via the school office.

This year we received 0 complaints about SEND support and provision.

### **Other relevant information and documents:**

The Designated Safeguarding Lead in our school is Michael Barritt with Matthew Barnard, Lorna Drzymala, Katie Bray and Brendan Carey as safeguard leads.

The Designated Children in Care person in our school is Michael Barritt.

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

Our Accessibility Plan is available on the school website.

A copy of our School Development plan can be requested via the school office.

Our SEND 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 SEND, can be viewed from the link on our 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 on 9 October 2023.

### **Exclusions**

In the past academic year there have been 19 fixed term exclusions.

### **SEND Annual Reviews**

Parents of all children with statements of SEND attended their child's annual review. Older children were involved in their review process. Younger children were involved where appropriate.

### **External Personnel and Other Agencies**

Kea School has close links with the Educational Psychologist, Autism Support, Occupational Support, Communication Support, Speech and Language Support, Physiotherapy Team, Physical and Medical Needs Team. BF Adventure and the Dreadnought Centre.

### **Links with secondary and other school settings**

Kea School has ongoing close links with local secondary schools (Penair and Richard Lander). Support for transition is good. Pupils with SEND can make extra visits to their new school during the summer term if required. Where alternative provision is required for a pupil for nurture style learning Kea School maintains very good links between the two settings.

### **Inclusion**

All pupils with SEND and/or disability take part in all aspects of school life including out-of-school activities. The curriculum is differentiated by staff to ensure that all children receive a broad and balanced curriculum. All children have participated in the full range of opportunities and events arranged by the school, including educational visits and school productions.

### **Equality**

We are committed to inclusion and equal access for all regardless of SEND. For full details please refer to our Single Equality Scheme.