

# Pensans CP School



**Truro and Penwith**  
Academy Trust



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**SCHOOLS**<sup>™</sup>

Name of SENCO: Jo Atkinson Dedicated time weekly: 3 days (including other SLT responsibilities)

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Name of SEN Governor: (Interim Board of Governors)

School Offer link:

[http://www.pensansprimary.co.uk/website/special\\_educational\\_needs\\_sen/51004](http://www.pensansprimary.co.uk/website/special_educational_needs_sen/51004)

## **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 Curriculum 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 appropriate intervention.
- ✓ 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 statement) are on our Record of Need.

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

- ✓ Class teacher refers to SENCO - criteria
- ✓ Ongoing curriculum assessments (summative every half-term)
- ✓ Tracking progress using data

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- ✓ 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 SEN, are set out in our School Offer. Our measures to prevent bullying can be seen in our Anti-bullying policy. We have embedded the Restorative Justice approach into our ethos which, along with the Virtues Character Curriculum, forms the structure of our behaviour policy.

### **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	Class Teachers TISUK practitioners Headteacher	Ongoing Ongoing As necessary
Parents’ Evenings	Class Teachers	Termly
Home-School Book/Planners	Class TAs/Teachers	Daily
Assess, Plan, Do, Review meetings	SENCo/Class Teachers	Termly/half-termly
Pupil Parliament	Virtues Leader	Weekly
Pupil Conferencing	SENCo/Class Teachers	Termly
Annual Parent Surveys	Headteacher	Yearly
Pupil forum for Dyslexia	Learning Champion	half-termly

### **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 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 – *Children who are a cause of concern in this area are referred to the Speech and Language Team (SALT). The Community Speech Therapist visits regularly to assess individual children, set new targets, monitor provision and work with staff. Each child with an identified speech, language and communication need has an allocated TA to work on specific targets for two 20 minute or three 15 minute sessions a week and all staff working with the child are made aware of the targets to develop in class. The Community Speech Therapist also observes children in the classroom to ensure that the environment is communication friendly.*

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- ✓ Cognition and Learning – *Children causing concern in this area are assessed in the particular aspect, for example if dyslexia is a concern, a screening test (DST) is performed. The school is a Dyslexia Friendly School and all staff are aware of how to support children with these needs. Referral to the Educational Psychologist or the Cognition and Learning team is made for further assessments when progress is a concern and interventions have made little impact.*
- ✓ Social, Emotional and Mental Health – *The school has TISUK practitioners to work on emotional literacy on a 1:1 basis or small social groups. The school accesses play therapy, music therapy and CLEAR counselling and at a higher level of concern, referrals are made to CAMHS for further assessment and action plans.*
- ✓ Sensory and/or Physical Needs – *The school has trained TAs to help deliver specialised care plans from occupational therapy and physiotherapy and has various sensory equipment and spaces to meet the needs of these children. Fun Fit is also run daily for selected children. Occupational Therapy and Physiotherapy referrals are made for children who require further assessment.*

During the 2022/2023 academic year, we had **42** Children/young people receiving SEN Support and **9** children/young people with Education, Health and Care Plans.

We monitor the quality of this provision by **classroom observations, pupil conferencing, SEN audits of APDR provision and practice, Reading check ins, outside agency in class support such as speech and language monitoring and occupational therapy supervision.**

We measure the impact of this provision by **analysing data to ensure appropriate progress and attainment has been achieved, meetings with teachers, parents and SENCo and outside agency reports.**

### **Support Staff Deployment:**

Support staff are deployed in a number of roles:

- ✓ 1:1/small groups to support EHCP targets and other high risk children
- ✓ Intervention, such as RWI, Maths support, precision teaching, dyslexia support and additional writing support
- ✓ Funfit and sensory/physio/OT diets/care plans
- ✓ TISUK

We monitor the quality and impact of this support by observations, data analysis, supervision meetings, pupil conferencing and discussions with parents and key staff.

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

This year, the budget for SEN and Inclusion was £53,000

This was allocated in the following ways:

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

### Continuing Development of Staff Skills:

<u>Area of Knowledge/Skill</u>	<u>Staff Member</u>	<u>Training Received</u>
Well-being	Well-being TA (ED)	TISUK/EP Supervision Peer:peer supervision Mental Health Lead training SPACE training
Well-being Pupil Premium Child protection Literacy SEN	SENCO (JA)	SEN Conference - Cognition and Learning SEN network meetings (County and TPAT) Locality network meetings and half-termly safeguarding link meetings Planning meeting with EP Fresh Start Training for RWI Safeguarding Level 3 Funfit training Speech and language/SEMH training Working with EY Inclusion Team NPQSL
Cognition and Learning Literacy	Learning Champion (CC)	Dyslexia training RWI training
Literacy Child protection	Headteacher (AC)/(NA)	Child protection training RWI training
Autism Literacy	Autism Champion (CS)	Autism Champion training RWI Training
Overcoming barriers to learning Social interaction	TAs	Peer:peer supervision Solution circles led by EP SLCN/SEMH training

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SEN in EYFS	EYFS SENCo (HS)	EYFS SENCO network meetings SALT updates Working with EY inclusion team
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Whole school training this year has included RWI training.

Groups of Staff have also developed their knowledge of sensory and co-ordination by working with outside agencies and visiting a special school. Also SALT, the OT service and the EY Inclusion Team have worked with some 1:1 TAs and teachers.

We monitor the impact of this training by looking at the progress that the children have made and receiving reports from outside agencies.

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

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

- ✓ SENCo partnership with other schools (including the MAT)
- ✓ Outreach and integration with the local special school and PRU
- ✓ Planning meetings with the secondary schools for transition

This year, **2** children requiring SEN Support came to us from other schools. **13** children on our Record of Need in 2021/22 made a move to secondary school. **3** children have started a placement at the PRU. **3** children have been permanently excluded. **7** children have accessed a part-time timetable.

We ensure that the transition from Nursery to Reception is smooth by free flow throughout the year and an early years SENCO to oversee the day to day needs of all of the children with SEN. Transition sessions are planned in for the Summer term and Safety Plans are created for the most vulnerable children.

We support the transition from Reception to Year 1 by extended transition, singing practice throughout the year and detailed hand over meetings between class teachers and SENCO. Safety Plans are created for the most vulnerable children.

We help children to make the move from year 2 to 3 by transition sessions, playtimes together throughout the year and detailed handover sessions between class teachers and SENCO. Safety Plans are created for the most vulnerable children.

The transition from year 6 to secondary school is supported through extended transition sessions and detailed hand over sessions between class teachers and SENCOs. Following 4 years of success, we set up a transition group with Shifting Horizons Forest School.

For children with SEN, we also communicate additional information about SEN via written correspondence, meetings and e-mails.

Parents are included in this process through meetings and settling in visits.

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## **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, which includes our SEN Development/Action Plan. This can be found on our school website along with our SEF.

## **Our complaints procedure:**

Anyone wishing to make a complaint with regard to SEN support and provision should inform the headteacher and SENCo via the school office.

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 Niki Ambrose (headteacher)

The Designated Children in Care person in our school is Jo Atkinson (SLT member).

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:

<http://www.pensansprimary.co.uk/website/policies/56671>

The School Development plan can be found on our website:

<http://www.pensansprimary.co.uk/website>

Our SEN Policy and School Offer (our contribution to the Local Offer) can be accessed via the links on our website. [http://www.pensansprimary.co.uk/website/special\\_educational\\_needs\\_sen/51004](http://www.pensansprimary.co.uk/website/special_educational_needs_sen/51004)

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.

The Governing Body approved this SEN Information Report on 21st September 2020.