



## **Gorrans School Information Report for Special Educational Needs**

**Academic Year 2022-23**

Name of SENCo: Sandra Bye Dedicated time weekly: ½ day

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Name of SEN Governor: Nicki Guest and Jenni Ferguson

School Offer link: <http://gorranschool.co.uk/documents/policies-and-information/>

### **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.

### **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: putting interventions in place to address the needs of a group of children; formal and informal discussion with members of staff; children of concern are discussed at weekly staff meetings and progress is tracked by class teacher and SENCo – these children are also listed as ‘Children of Concern’ on our Record of Need
- ✓ 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 – teacher flags concerns to SENCo and these children are monitored through the ‘Children of Concern’ monitoring sheet.
- ✓ Ongoing curriculum assessments
- ✓ Tracking progress using data
- ✓ Discussion with parents and / or previous settings about need and provision
- ✓ 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, 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/young people and their parents:**

<b><u>What</u></b>	<b><u>Who</u></b>	<b><u>When</u></b>
Informal Discussions	All staff	Staff are always available due to our open door policy. Appointments can be made when required.
Parents' Evenings	Teaching staff	Once a term: 2 <sup>nd</sup> /3 <sup>rd</sup> November 22 <sup>nd</sup> /23 <sup>rd</sup> February 7 <sup>th</sup> July (via Annual Reports to Parents)
Home-School Book	All children's reading / homework diaries are used for communication between home and school. Parents can also communicate with their child's class teacher through the Class Dojo. Some children have a more specific home / school diary which the class teacher records daily in accordance with the needs of that child. This is also in conjunction with SENCo and Head Teacher as required.	Daily as required
Assess, Plan, Do, Review meetings (IEP meeting)	Parents, class teacher, child and SENCo	Once a term: 7/14 <sup>th</sup> October 3/10 <sup>th</sup> February 2/9 <sup>th</sup> June
Specific email for SEN or support questions	SENCo who then feeds this through to other members of staff as required.	As required
Parent and Pupil Questionnaires	Parents and children are asked to share their views. These are then analysed for common themes.	Summer Term

We make sure that all parents are informed about SEN through the distribution of our 'Parent Guide to SEN'. This is circulated to all parents at the start of the year and is also available on our website. Parents can contact the SENCo about any area of SEN or support through [support@gorran.cornwall.sch.uk](mailto:support@gorran.cornwall.sch.uk).

### **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 – Speech and Language Therapy sessions from external professionals – this has then been implemented in school by class teachers and teaching assistants in accordance with the guidance provided by the SALT; iPad app for speaking text / voice to text software. We have continued implementing the Nuffield Early Language Intervention (NELI) with Reception children.
- ✓ Cognition and Learning – 1<sup>st</sup> Class@Number; Phonological Awareness 6 week intervention; memory games; advice from Cognition and Learning Service; Dyslexia Screening tests; Dyslexia Friendly School's Award; coloured overlays; pastel-coloured paper for worksheets etc.
- ✓ Social, Emotional and Mental Health – referral to the Parental Support Advisor (for children, parents, or the whole family); buddy system with younger children; resources from the Health Promotion Service; inclusion of all children in school camps and extra-curricular clubs, with additional support as required; school nurse, early morning book club to support attachment needs.
- ✓ Sensory and/or Physical Needs – disabled access to all areas of school; specialised changing area / bathroom; chairs and frames to support standing and sitting as required; sensory toys and equipment, for example wobble cushions, blankets, bubbles, heavy items for lifting; left-handed equipment; Fun Fit

During the 2022/23 academic year, we had 15 receiving SEN Support and no children with an Education, Health and Care Plans.

We monitor the quality of this provision by holding 'Team Around the Child' meetings with all professionals involved, as required; weekly informal discussions between class teachers and teaching assistants; regular informal discussions between class teachers and SENCo; Children of Concern/SEN discussions weekly at staff meetings (details of these are minuted in the staff meeting notes).

We measure the impact of this provision by tracking academic progress; monitoring confidence levels through discussion with children; pre and post-intervention tests and discussions. If the impact of provision is not seen to be sufficient then alternative strategies will be sought.

### **Support Staff Deployment:**

Support staff are deployed in a number of roles:

- ✓ Classroom support
- ✓ Delivery of intervention strategies in both small groups and on an individual basis
- ✓ One-to-one support for both education and care needs
- ✓ Specialised support through programmes set up by external professionals
- ✓ Support for inclusion in outside of school activities and sporting events
- ✓ Preparation of materials and resources for those who need additional support
- ✓ Evaluation and monitoring of interventions as they take place to feed back to the class teacher

We monitor the quality and impact of this support by ensuring that support staff feed back to class teachers and the SENCo on a regular basis, as well as constantly reviewing the way in which staff are deployed.

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

This year, the budget for SEN and Inclusion was allocated in the following ways:

- ✓ Support staff
- ✓ External Services (See School Offer)
- ✓ Teaching and Learning resources
- ✓ Staff training
- ✓ Intervention programmes for small groups
- ✓ Servicing and maintenance of equipment

### **Continuing Development of Staff Skills:**

- Lego Therapy- Jude Osborne
- National Award for SEN Co-ordination (NASENCo) – Jude Osborne
- Cognition and Learning Workshop – Jude Osborne (disseminated to all staff)
- Attachment – Jude Osborne
- Cognition and Learning- Charlie Murray
- Supporting children’s social and emotional well being- Lucy Seaber, Charlie Murray, Jo Williams
- A whole school approach, ensuring no child is left behind- Theresa Oakley, Jonathan Sleep, Jude Osborne
- Dare to be different- Theresa Oakley, Charlie Murray, Liz Sampson, Jude Osborne
- Reading for pleasure- Liz Sampson, Theresa Oakley
- Developing vocabulary- Liz Sampson
- Making learning stick- Theresa Oakley
- Inclusion- Jude Osborne
- SENDIASS- Jude Osborne
- Safeguarding- Jude Osborne
- SEND from a parents perspective- Jude Osborne
- Autism transition- Jude Osborne
- SLCN SEMH- Jude Osborne (disseminated to all staff)
- Sensory Processing – Liz Sampson
- Precision Teaching – All staff
- Communication training for Autism- Jude Osborne
- Sensory training for Autism- Richard Jones
- Ensuring children with SEND can flourish after the pandemic- Jude Osborne, Liz Sampson, Jo Williams

- Memory and long term learning- Charlie Murray, Jude Osborne
- Supporting visual impairment, hearing and physical and medical needs- Jude Osborne
- Planning for children with complex SEND- Jude Osborne
- SENCO in the Early Years: Jude Osborne
- Speech & Language: Jude Osborne, Leanne Rogers, Lucy Matthews
- Refugee Support Workshop: Charlie Murray
- SEND Surgery Meeting: Jude Osborne
- ADHA/ADD Training: Theresa Oakley
- Penhaligon's Friends Grief Training: Jude Osborne
- Speech & Language Training: Leanne Rogers, Lucy Matthews
- SALT five day course: Jude Osborne, Leanne Rogers
- Understanding ACEs & Early Childhood Trauma: Leanne Rogers
- Penhaligon's Friends Additional Needs and Grief Training: Jude Osborne
- SENDNet: Jude Osborne
- Trauma Informed Schools training: Theresa Oakley, Liz Sampson, Charlie Murray, Jonathan Sleep, Lylie Douglas, Lucy Matthews
- PRICE handling training: Jonathan Sleep, Theresa Oakley, Charlie Murray, Liz Sampson, Richard Jones, Sally Dowling, Scovia Crowe, Adiella Bullock, Melinda Douglas, Lylie Douglas, Lucy Matthews, Leanne Rogers
- Letters and Sounds training: Liz Sampson, Scovia Crowe

The SENCo has worked closely with the Edpsych and attended SEN and Educational Psychology Network Meetings and disseminated this information to all staff. Regular meetings with the Speech and Language Service about specific children had a positive impact at the beginning of the year. The SENCo has liaised with other SENCOs to learn about Lego Therapy and has delivered this intervention over the Spring and Summer Terms.

We monitor the impact of this training by regularly tracking children's progress, disseminating information from training to all staff during staff meetings and assessing children before and after any intervention takes place.

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

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

- ✓ Transition sessions for both Year 6 and new Reception children in the Summer Term
- ✓ Additional sessions at Secondary schools for children on our Record of Need or Cause for Concern list – these have been subject specific as well as need specific for individual children
- ✓ Cluster INSET days

This year, no children requiring SEN Support came to us from our partner schools, although we did receive 5 children, who required support, join us from further afield, including four from Ukraine. No children with an EHCP joined us from other schools. We had 4 children in Year 6 on our Record of Need, although extra transition sessions to the feeder Secondary school were provided for these children. Two of these children have an EHCP, therefore extra sessions were organised with the schools SENCos in attendance.

We ensure that the transition from Nursery or Pre-school to Reception is smooth by inviting children and parents to four transition afternoons in the Summer term, visiting children at home in a familiar environment, liaising with other pre-schools and nurseries to find out additional information about individual children. Children from Gorran Pre-school also come into school for 'joined up' learning days and are invited to events such as the summer performance and sports' day. The Reception teacher and SENCo regularly hold informal meetings with the Pre-school leader, is a part of the pre-school committee and has more formal meetings about individual children who are entering school in the Summer term.

We support the transition from Reception to Year 1 by ensuring that the children have regular contact throughout the year with the Year 1 teacher and also taking part in step-up days in the Summer Term. We have also improved the outdoor area outside our KS1 class to ensure children who still need access to child initiated learning can still have their needs met in this way.

We help children to make the move from Year 2 to 3 by ensuring that the children have regular contact throughout the year with the Year 3 teacher and also taking part in step-up days in the Summer Term.

The transition from Year 6 to secondary school is supported through transition sessions in the Summer Term. There are also additional sessions at Secondary schools for children on our Record of Need or Cause for Concern list – these have been subject specific as well as need specific for individual children. This year, we had positive meetings with the SENCo at The Roseland Academy.

For children with SEN, we also provide contact through the Parental Support Advisor for a consistent adult through the transition from our school to The Roseland Community College.

Parents are included in this process through being invited to transition meetings, having the opportunity to talk to members of staff, chair of governors, the PSA and school nurse.

### **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 at: <http://gorranschool.co.uk/documents/policies-and-information/>

**Our complaints procedure:**

Anyone wishing to make a complaint with regard to SEN support and provision should refer to our school complaint procedure which is available in the 'Policies and Information' section of the school website, or by requesting a copy from school. In the first instance we always encourage anyone to come to speak to class teachers or the Head Teacher so that issues can be resolved before a formal complaint process is needed.

This year we received no complaints with regard to SEN support and provision.

**Other relevant information and documents:**

The Designated Safeguarding Lead in our school is Jonathan Sleep.

The Designated Children in Care person in our school is Jonathan Sleep.

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

Our Accessibility Plan is available on request.

The School Development Plan is available from the Head Teacher on request.

Our SEN Policy and School Offer (our contribution to the Local Offer) can be accessed via the links in the 'Policies and Information' section of our website.

Details about our curriculum, including how it is made accessible to children with SEN, can be viewed from the link on our website as well as through teachers distributing their topic overviews to parents each term. We also encourage our parents to contribute to our curriculum, making the most of their skills.

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 25<sup>th</sup> September 2023.