

# **Pensilva Primary School**

## **SEND Information Report**

*November 2019*

SENDCo: Teresa Clinick

### **Structure and Leadership**

The inclusion team consists of SENDCo and Behaviour Lead (Teresa Clinick) and Pastoral TAs (Marcelle Moriarty and Helen Tubby)

- The SENDCo meets yearly with the Local Authority Educational Psychologist to prioritise need
- The SENDCo meets or speaks with the Speech and Language Therapist (Sian Tooke) regularly to discuss needs and support
- A Teaching Assistant is deployed in each year group, as well as 3 Inclusion TAs who work more closely with individual pupils
- There are 2 trained Trauma Informed School Practitioners (TIS) and 2 THRIVE practitioners who have also had the Trauma Informed School conversion training. The school has access to Motional – on-line TIS resources and support – and also buys into Thrive which offers support, advice and training for staff and access to their online assessment tool.
- The SENCO works closely with the School Nurse (Gayle Outten), including having a planning meeting once a year with her.
- The SENCO works closely with The Early Help Hub and their Family Support Workers, who work directly with families, many of which care for children with additional needs.

### **A Whole Child, Whole School Approach:**

High quality first teaching and additional intervention ensures that the needs of pupils with special educational needs are met within the mainstream setting.

Underpinning ALL our provision in school is the graduated approach cycle of:

#### **Assess**

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and, where relevant, advice from the SENCO or other specialist staff in school or external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data as to how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and consent from parents, including information sharing, where relevant.

#### **Plan**

Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff will be informed of the child's individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

## **Do**

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching outside of the classroom. They will work closely with teaching assistants to plan and assess the impact of support and interventions and make links with classroom teaching. Support, with further assessment of the pupil's strengths and weaknesses, problem solving and advice as how to implement effective support will be provided in collaboration with the SENCO.

## **Review**

Reviews of a child's progress will be made regularly and at least termly. The review process will evaluate the impact and quality of any support and interventions. It will also take into account the views of the pupil and the parents. The class teacher, in conjunction with the SENCO, will adapt the support and outcomes for a pupil based on their progress and their development, making any necessary changes in consultation with parents and the pupil.

This cycle of 'Assess-Plan-Do-Review' continues in order for pupils to make accelerated progress in the hope that they make good progress or meet age-related expectations. When a child is achieving at age-related expectations and no longer requires additional support and intervention, they are no longer identified as having a special educational need and are removed from the school's SEND register. Where there is little or no improvement in the child's progress, more specialist assessment may be called for from the SENCO or specialist staff within the school, outreach services, Educational Psychology Service or from health, social services or other agencies beyond the setting.

We currently have 21 pupils on the SEND register receiving additional support from Early Years Foundation Stage to Year 6. We have internal processes for monitoring quality of provision and assessment/identification of additional needs. These include:

- ☐ Monitoring of each pupil's progress and attainment through half-termly teacher assessment
- ☐ Termly pupil progress discussions with class teachers, Headteacher and subject leaders
- ☐ Annual cycle of formal observations of teaching and informal drop-ins
- ☐ Use of diagnostic assessments, e.g., Dyslexia, Thrive
- ☐ Pupil conferencing

- ☐ Pupil Voice questionnaires
- ☐ Parent voice questionnaires

### **Personalised support, provision and advice**

- Children of SEND concern have been discussed through meetings with Katie Jackson and Stacy N’Jie (Educational Psychologist) and, where required, Stacy gives advice for next steps, which is put into place
- 1 child will receive an Educational Psychologist assessment this year
- Sian Tooke, a Speech and Language Therapist, has been assigned to the school and has met with the SENCO to discuss the focus children for the following term. They will continue to meet regularly to review each case and allocate any new children needing support.
- 1 child will be receive termly support for from the Specialist Speech and Language Therapist and fortnightly support from Specialist Speech and Language Support Worker
- 1 child receives half-termly support from Advisory teacher for Hearing support
- 2 pupils have an Education and Health Care Plan
- 1 request for Statutory Assessment may be submitted this year
- SEND children in the EYFS will receive thorough transition from Pre-School to Reception

### **Consulting with pupils and their parents**

	Who’s involved	Frequency
Action/Event		
Parents Evening	All parents and teachers of pupils with SEND	Termly
Annual Review	Parents and professionals supporting pupils with an EHC Plan	Annually
Regular Assess Plan Do Review Meetings and Team Around the Child meetings	All parents, professionals and teachers co-ordinating early identification of pupils’ additional needs and co-ordinate service provision to meet those needs	Termly or more frequently as required