

## SEN INFORMATION REPORT

Name of SENCo: **Mrs Janis Welch**

Dedicated time weekly: 2 half days

Deputy SENCo: **Mr Johar Anjari**

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### 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 Teaching and Learning Policy.

### Our Graduated Response for Learners:

- ✓ Continual monitoring of the quality of teaching. *IMPACT: 100% of teaching and learning at least good*
- ✓ Identifying and tracking the progress of children that require support to catch up by half termly, quantitative and qualitative assessments. *IMPACT: Pupils make accelerated progress*
- ✓ Identification of children requiring SEN Support and initiation of the “Assess, Plan, Do, Review” cycle. *IMPACT: Pupils receive support at the point of need and are monitored closely to ensure support is effective*
- ✓ Consideration of application for Education, Health and Care Plan and continuation of the “Assess, Plan, Do, Review” cycle. *IMPACT: Pupils receive additional support appropriate to the level of need*
- ✓ All children identified as requiring SEN Support, or with an Education, Health and Care Plan (or Statement) are on our Record of Need. *IMPACT: Pupils receive support at the point of need and are monitored closely to ensure support is effective*

### How we identify children that need additional or different provision:

- ✓ Ongoing curriculum assessments.
- ✓ Using half termly data to track progress.
- ✓ Pupil/teacher Mentoring meetings.
- ✓ Class teacher refers to SENCO who helps identify needs, supports the class teacher to implement interventions and monitors progress using the ‘on alert’ class lists for a minimum of six weeks.
- ✓ Further assessments by specialists, including those from external agencies if required to help identify SEN if required.

We take a holistic approach to 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 and their parents:

What	Who	When
Informal Discussions	Class teacher, teaching assistant, SENCo and Principal	As often as required
Parents' Evenings	Class teacher, SENCo, parents	Biannually
Home-School Book	Parents, children, Class Teachers and TAs – only used for children that need this regular communication.	Daily
Assess, Plan, Do, Review meetings	Class teacher, parents, SENDCo and pupil	Half termly
Pupil comment included on Academic Reports	Teaching assistant and pupil	Annually
Regular School Council meetings.	Pupils and staff	Half termly at least
Pupil questionnaires	Pupils and staff	Annually
TAC meetings	Parents, children, SENCO, Class Teacher, other outside agencies.	As needed.
Pupil Conferencing	Children	Termly

### IMPACT: What do our parents say?

		Strongly agree	Agree	Disagree	Strongly disagree
3	My child is making good progress at Gulval School.	79%	21%		
4	Gulval School ensures my child is well looked after.	76%	24%		
5	My child is taught well at Gulval School.	72%	28%		
8	Gulval School helps me to support my child's learning.	68%	32%	3%	
9	Gulval School responds well to any concerns raised.	79%	21%		
10	Gulval School keeps me well informed about my child's progress.	76%	24%	3%	
11	I would recommend Gulval School to another parent.	<b>Yes = 100%</b>		<b>No</b>	

### The Assess, Plan, Do, Review Cycle:

For children on our Record of Need, we have started to use the Assess, Plan, Do, Review cycle, which is now reviewed half termly 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 on our Record of Need has been:

- ✓ Communication and Interaction –Speech and Language Therapy and related interventions, Makaton signing, the use of Clicker 6, in the early stages using segmented communication aids. *IMPACT: Increase in pupils communication and language skills*
- ✓ Cognition and Learning –Educational Psychology assessments and suggested interventions, Maths interventions such as ‘Active Maths’ Boosters and ‘Power of Two’ interventions, phonological awareness intervention, dyslexia screening and related interventions such as Alpha to Omega and Toe-by Toe, small group teaching in English and Maths, pre-learning of concepts and ‘on the spot’ additional interventions in the afternoon following teacher assessment during the lesson. *IMPACT: Pupils make accelerated progress*
- ✓ Social, Emotional and Mental Health –the school’s behaviour systems incentivise good learning behaviour, daily ‘meet and greet’ sessions for vulnerable children, three members of staff are now TIS trained, a quiet space is available for any children who need a time out, now, next task boards, play leaders and TIS activities are in place at break times for vulnerable children at playtime, social stories used to develop social skills. *Impact: TIS evaluation evidence reports an increase in the number of pupil in age appropriate emotional and social development*
- ✓ Sensory and/or Physical Needs – Fun fit, fine motor and handwriting interventions, multi-sensory teaching strategies in classrooms, fiddle toys, wobble cushions, ear defenders, physiotherapy and occupational therapy programmes.

During the 2017/2018 academic year, we had 27 children receiving SEN Support and two children with Education, Health and Care Plans or Statements of Educational Need.

We monitor the quality of this provision by providing planning time for teachers and teaching assistants delivering interventions, allocating funding to update resources. The Senior Leadership Team (SLT) monitor the delivery of interventions closely. During SEN planning meetings, the intended outcomes are carefully considered, a provision map is created in collaboration with the class teacher, parents, child and SENDCo. Provision maps are used as working documents within classroom and are annotated regularly. The impact of the provision is then measured carefully during the half termly review meetings and provision is re-planned and updated if necessary. We monitor the whole child and not just their academic progress. Pupil progress meetings are held every half term with the head teacher and SENDCo.

#### **Support Staff Deployment:**

Support staff are deployed in a number of roles:

- ✓ in class, small group support
- ✓ group and individual interventions
- ✓ creation of tailored resources for individual children
- ✓ modelling positive play at break times and lunchtimes for individual children



- ✓ covering lessons for teachers' planning and preparation time

We monitor the quality and impact of this support by providing collaborative planning time for the class teacher and teaching assistant, with the SENCo if required. The teaching assistants are also invited to the review meeting of the children with whom they work. We seek and follow specialist advice when we are unable to meet the needs of a child within the school staff. The SLT also carry out regular classroom and playground observations.

#### Distribution of Funds for SEN:

- Child 1 allocated 8 top up units
- Child 2 allocated 5 top up units

This was allocated in the following ways:

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

#### Continuing Development of Staff Skills:

Area of Knowledge/Skill	Staff Member	Training Received
Social, Emotional and Mental Health	Paul Baker Janis Welch Pippa Davies Elisa Taylor	TIS Approach
Communication and Interaction	Lindsey Davy Pippa Davies	Individual and specific speech and language training, including Clicker 6
Communication and Interaction	Lindsey Davy Pippa Davies	Makaton signing
Cognition and Learning	Sue Francis Smith Nicola Brownfield Pippa Davies	Phonological Awareness
Communication and Interaction	Pippa Davies Elisa Taylor	SALT Visual Training
SEND Co-ordination	Janis Welch	SENCo Award
TAC Support	Pippa Davies	TAC lead person training



Cognition and Learning	Nicola Brownfield	Dyslexia identification Training
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Whole school training this year has included TIS, Read Write Inc and Makaton training. We monitor the impact of this training by carrying out regular staff audits and monitoring the impact of provision.

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

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

- ✓ SEN networking within our Academy Trust
- ✓ Providing opportunities for curriculum days for children at different local secondary schools

We ensure that the transition from Nursery to Reception is smooth by holding SEN transition meetings. We also organise a range of pre-visits to the school in the summer term. We support the transition from year group to year group by organising early transition opportunities for those children who need it, in addition to the 'whole school' transition process. For children with SEN, transition is individualised for those who need it and can include, home and pre-visits to the new learning environment, social stories about moving to the next class, additional opportunities for children to bond with the new teachers and teaching assistants and photo books of new teachers, teaching assistants and children, which can be taken home during the summer holidays. The transition from Pre-school to Primary and Year 6 to Secondary school is supported through liaison between SENCo's of the two settings and early visits to the new secondary school with a familiar member of staff, in addition to the usual transition days.

**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.

**Our complaints procedure:**

Anyone wishing to make a complaint with regard to SEN support and provision should discuss their concerns with the SENCo in the first instance and then refer to the school complaint's policy. To date, we have received no complaints with regard to SEN support and provision.

**Other relevant information and documents:**

The Designated Safeguarding Lead in our school is Janis Welch

The Designated Children in Care person in our school is Janis Welch.

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 <https://gulvalschool.org.uk/policies/>





Our SEN 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 SEN, can be viewed from the link on our website <https://gulvalschool.org.uk/learning-and-teaching/curriculum-overview/>

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.

