



Devoran School SEND Report to Governors 2021-2022

Name of SENDCo: Sarah Kerrison

Dedicated time weekly: 1 day (SENDCo)

Contact email: sarahkerrison@devoran.cornwall.sch.uk or head@devoran.cornwall.sch.uk

Contact Phone Number: 01872 863223

Name of SEN Governor: Penny Hermes

School Offer link: <https://www.cornwall.gov.uk/education-and-learning/schools-and-colleges/special-educational-needs-file/the-local-offer/>

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.
- Please refer to Teaching and Learning Policy for more details.

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 regular ongoing monitoring of data
- Identification of children whose needs are additional and different and who require SEN Support; placement on the School's Record of Need; initiation of "assess, plan, do, review" cycle.
- Consideration of application for Education, Health and Care (EHC) Plan.
- All children/young people identified as requiring SEN Support, or with an Education, Health and Care Plan are on our Record of Need.
- A further record is kept of children who have identified barriers to learning. They are put 'On Alert' for any of the following reasons.
 1. New pupil to school (if information from previous setting isn't forthcoming)
 2. Working below national expectations
 3. At risk of not meeting their targets
 4. Change in circumstances

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

- Class teacher refers to SENCO – Graduated Response to Special Educational Needs
- Ongoing curriculum assessments
- Termly tracking progress using data
- Further assessments by specialists, including those from external agencies



Devoran School SEND Report to Governors 2021-2022

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. Our measures to keep all children, including those with SEN, safe are outlined in our Safeguarding Policy.

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

<u>What</u>	<u>Who</u>	<u>When</u>
Informal Discussions	Class teachers, Parents, Children and SENCo as needed	Daily via telephone, Class Dojo, online meetings
Parent Consultations	Child, parents, teacher and SENCo if requested.	2 x a year
Parent communication possible via Class Dojo	Parents with teachers and SLT	Daily or when appropriate
Parent voice through the Leading Parent Partnership Accreditation	All parents were invited to support this through the weekly newsletters	Awarded to us in March 2020
Newsletters	Head teacher writes in order to share information with parents	Weekly Newsletter every Monday Safeguarding newsletter minimum of once a half term
Pupil Parliament	Children and Staff	Weekly wherever possible
Pupil Conferencing	School Improvement Partner	Behaviour audit where he asked for the views of the children to inform future planning
Assess, Plan, Do, Review meetings Multi Agency Referral Meetings Multi Agency Review Meetings	Child, parent, class teacher, TA, SENCo and external agencies as needed.	3 x year school IPP review meetings. Meetings via telephone and online Secondary transfer meetings and reports. Interim Reviews as needed
Online meetings to support the wellbeing of our children	Teachers did this through Teams to get children seeing one another virtually	Throughout lockdown
Online meetings with parents during lockdown	Headteacher	Throughout lockdown



Devoran School SEND Report to Governors 2021-2022

Surveys sent out to parents during lockdown on the children's return to check wellbeing	Headteacher	After the lockdown period
Remote learning communication throughout lockdown and during periods of self-isolation for individual children/families.	All staff	From January - March 2021

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 SENDCo 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 (RON) has been:

- **Communication and Interaction:**
 Close home-school links to share changes in home circumstances that may impact on learning
 Educational Psychologist, Cognition and Learning and Speech and Language referrals, assessments, monitoring and reviews
 School Reports written to support referrals to ASDAT, CAMHs, Social Care Teams
 1:1 SALT intervention.
 Additional adult support at individual level and within small group interventions
 Teaching pupils thinking and social interaction skills- explicit teaching of social concepts eg how to wait in a queue
 Preparation and planning to support changes in routine or response to potential triggers
 Social Stories
 Zones of Regulation
 Visual time-tables
- **Cognition and Learning:**
 Close home-school links
 Appropriately differentiated curriculum taking account of individual needs
 Special arrangements in place for testing and assessments when required
 Classroom environments have range of resources to support learning
 Multi-sensory teaching and learning used across the curriculum
 Explicit teaching of independent learning skills using laptops, iPads as alternative methods of recording
 Dyslexia Screening tests



Devoran School

SEND Report to Governors 2021-2022

Nessy Reading and Spelling intervention
David Morgan Easy Read intervention
Evidence based interventions in all areas of Literacy and Maths
Targeted additional adult support
Individual pupil's interests considered and how teaching can support this through personalised learning
Movement breaks built in to support concentration or sensory processing needs
Precision Teaching
Visual Aids
Now/Next boards
Additional thinking time
Individual work stations
Readers
Scribes
iPads lent to individual children during lockdown to access remote learning
Lexia used as a tool
Nessy, Mathletics and Times Table Rockstars to support learning at home

- **Social, Emotional and Mental Health:**

Whole school behaviour policy which promotes positive behaviour management strategies
Play therapy -1:1
1:1 TIS, Zones of Regulation intervention (self-regulation techniques)
Small Group intervention Play Therapist
Access to Learning hub/sensory space
Social Stories
A high level of adult support to support learning behaviours by modelling/mediated learning
Staff trained and skilled in supporting pupils with challenging behaviour
Emphasis on social emotional learning
Directed, supported, positive arrangements for break and lunchtimes
Access to identified key adult/s
Calm/Safe places set up in and outside classes/playground
Emotional Risk Assessments
Behaviour Profiles written with parents
Behaviour Support Plans
Clear and regular communication with parent/carer
Referrals to CAMHs
Referrals to Early Help Hub – Parenting Workshops

- **Sensory and/or Physical Needs:**

Reviews involved input from the Physical and Medical Needs Advisory Service.
Recommended provisions put in place included laptops, iPads, writing slopes, use of ICT, suitability for KS2 Access Arrangements.



Devoran School SEND Report to Governors 2021-2022

Recommended provisions put in place from Developmental Coordination Disorder Pathway and Occupational Therapist

Pupils involved in writing targets and reviewing provision for Individual Provision Plan
Sensory aids/equipment provided.

Parents/carers involved in preparing Individual risk assessments for swimming sessions

OT training for KS1 and KS2 members of staff

FunFit intervention programme for KS2

By the end of 2021/22 academic year, twenty-eight children/young people were on our Record of Need and received SEN Support and sixteen children were highlighted and were being monitored as 'On Alert'. One child / young person had an Education, Health and Care Plan and an additional Request for an EHC Assessment had been submitted. Three children were given 1:1 provision to facilitate their learning and social integration within the class and school.

Five children were put 'On Alert' throughout the year as their speech and language needs continued to be highlighted. The school have identified this is an area of need which requires further support and an independent Speech and Language Therapist will be providing support during 2022/23. A further three children were put on our Record of Need as a result of Dyslexia Screening Tests and to aid transition/intervention and to ensure provision continued into the next class. Eight children received either individual TIS (Trauma Informed Schools) Intervention and / or specialist play therapy. Small group intervention with a specialist play therapist was offered throughout the year to Years 1-4.

We monitored the quality of this provision by book scrutiny, pupil conferencing and learning walks, as well as through face to face, online and telephone meetings with children, parents, school staff and relevant external agencies as well as strength and difficulty questionnaires (before and after play therapy sessions).

We measured the impact of this provision by termly Assess, Plan, Do Review Meetings, monitoring of data and reports from external agencies.

Support Staff Deployment:

Support staff were deployed in a number of roles:

- 1:1 Provision to ensure access to the curriculum as outlined in risk assessments.
- TAs delivered specific individual and group intervention programmes – e.g. TIS, Read Write Inc, Speed Up Handwriting, Nessy, David Morgan EasyRead, Stareway to Spelling and class-based maths and literacy interventions.
- TAs used to deliver Speech and Language intervention as requested by SALT.
- TAs used to deliver activities as recommended by Physiotherapist and PMNAS – FunFit, WRAPs
- Playground support
- Lunchtime support



Devoran School SEND Report to Governors 2021-2022

- PPA Cover (HLTAs)
- First Aid
- Part time teacher employed to deliver small group booster and maths interventions for Years 4, 5 and 6.

We monitored the quality and impact of this support by observations, performance management and the assessment of data.

Distribution of Funds for SEN:

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 in SEN:

This is not an exhaustive list, but the SEN training includes the following:

SEND Inclusion	Sarah Kerrison	SEND Seminars – Assessment and Provision Team with Malcolm Reeve
Safeguarding	Victoria Lock	Designated Teacher Forum
Safeguarding	Victoria Lock Anna Morris	Designated Safeguarding Lead – safeguarding update for education staff
Safeguarding	All Staff	Safeguarding update
Safeguarding	Victoria Lock	Safeguarding Train the Trainer training
Safeguarding	Whole Staff	Keeping Children Safe in Education Part 1 – Assessment
Safeguarding	Victoria Lock	Safer Recruitment
Safeguarding	Victoria Lock	Sexual Behaviours Traffic Light Tool Training
Safeguarding	Colleen Covey	Safeguarding and Child Protection: The Essential Organiser
Safeguarding	Colleen Covey	CPOMS Recording Skills
Safeguarding/SEMH	Victoria Lock	Virtual School Conference
Safeguarding/SEMH	Victoria Lock	Cornwall Virtual Schools Designated Teacher
SEMH	Emma Inkpen	Challenging Ideas in Mental Health
SEMH	Victoria Lock	Mental Health and Unresolved Trauma
SEMH	Colleen Covey	Useful Playful Communication and Therapeutic Language to support the emotional needs of children
SEMH	Dan Morse	Know Me to Teach Me
SEMH	Whole Staff	Out Of The Box Play Therapy
SEMH	Dan Morse Emma Inkpen Lucie Emblin	Dough Disco



Devoran School SEND Report to Governors 2021-2022

	Kirsty Webster-Lugg	
SEMH	Whole Staff	Bubbles to Protect
SEMH	Sarah Kerrison	Boxall Profile
SEMH	Colleen Covey	TIS Webinar – Attachment Play
Cognition and Learning	Sarah Kerrison	Cognition and Learning Conference
Cognition and Learning	Colleen Covey	Science Learning Webinar – Moves to Motivate Students
Cognition and Learning	Colleen Covey	Strategies to help Learner Plan Better, Focus Longer and Learn Faster
Cognition and Learning	Lucie Emblin Kirsty W Lugg Rebecca Polgase	Supporting Boys Development in EYFS
Cognition and Learning	Whole Staff	Read Write Inc Development Day
Cognition and Learning	Victoria Lock	Accelerated Reader
Cognition and Learning	Faye Dodson	Y6 KS2 Assessments
Cognition and Learning	Sonja Clay Jules Varnish	Y2 KS1 Assessments
Communication and Interaction		
Physical and Medical Needs	Dan Morse Emma Inkpen Sarah Kerrison Emma Foden Anna Morris Olivia Hubbard	SALT – Aspiration/Severe Reflux Training
Physical and Medical Needs	Colleen Covey	Paediatric First Aid – Level 3 (In safe hands)
Physical and Medical Needs	Victoria Lock Sharon Tippett Paul Griggs Rowanne Billingham Angie Weeks Lorraine Worley Sarah Kerrison Jo Andrews	Paediatric First Aid – 2 day
Physical and Medical Needs	Angie Weeks Lorraine Worley	OT training - Senara



Devoran School SEND Report to Governors 2021-2022

We monitored the impact of this training by monitoring teaching and learning.

Partnerships with other schools and how we manage transitions:

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

- Early Years Teacher/TA Home visits
- Transition to Secondary Schools including those in the mainstream and ARBs (online).
- Transition into Foundation Stage class from Independent Nurseries
- Transition into Devoran mainstream from other mainstream and independent schools
- Additional visits to pre-school
- Individual Provision Plans shared with secondary schools
- Transition meetings and Multi Agency Meetings arranged to ensure smooth transitions

We ensured that the transition from Nursery to Reception for September 2021 went smoothly by arranging pre-school/nursery phone calls and home visits for parents and pre-school aged children before they started school in September 2021.

In the Summer Term of 2022, the Foundation Stage teacher arranged pre-school/nursery visits and weekly Learning Together sessions at school for parents and pre-school aged children. The Foundation Stage teacher also attended a Teddy Bears Picnic and beach trip to get to know the new cohort.

We helped children to make the move from one year to the next throughout the rest of the school by arranging a transition morning for all children to meet their new class teachers, and transition meetings were held between class teachers. A smooth transition was further planned for by some of the TAs from each class moving up with their current class. Transition arrangements for a number of our SEN children included social stories and photographs of all relevant staff, the classrooms etc, being sent home for parents to share with their child over the holiday and children being invited into school before the beginning of term to see their new classrooms.

The transition from Year 6 to some of the secondary schools was supported through transition days to their new school in the Summer Term of 2022. Secondary SENDCos were provided with copies of the children's Individual Provision Plans and telephone and online meetings were held with the Y6 teacher and SENDCo. SEN Parents were invited to contact their Secondary SENDCo directly with any questions or concerns.



Devoran School SEND Report to Governors 2021-2022

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.

Subject leaders have highlighted the support and provision required to deliver first quality teaching of their subjects across all areas of need at universal, targeted and specialist level.

Zones of Regulation approach to be researched and introduced on whole class level (KS2) in Autumn 2022

IPP reviews and SMART targets – build on teacher knowledge and information sharing with TA's

Build parent support with SEND coffee mornings to link in with Pastoral Support

Continue to monitor the attendance of all SEND children and intervene early to support parents
Use of Boxall Profile to assess all children on Record of Need

Use of One Page Profile to ensure that we have the pupil's views and voice included.

Our complaints procedure:

Anyone wishing to make a complaint with regard to SEN support and provision should refer to the complaints policy.

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

Other relevant information and documents:

The Designated Safeguarding Lead in our school was the Headteacher Victoria Lock.

The Designated Children in Care person in our school was the Headteacher Victoria Lock.

The Local Authority's Offer can be found at www.cornwallfisdirectory.org.uk

The School Development plan can be found on our website.

Our Accessibility Plan can be found on our website.

Our SEN Policy and School Offer (our contribution to the Local Offer) can be accessed via the links 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 Headteacher initially approved this information report on behalf of the Governing Body, it was ratified by the Full Governing Body in October 2022 and will be reviewed in October 2023.