



DSEN Annual Information Report – July 2018

Name of SENCo: Matt Maloney Dedicated time weekly: Thursday

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Phone Number: 01726 882647

Name of DSEN Governor: Mrs Bex Bowen

School Offer link: http://www.probussschool.org.uk/web/special_educational_needs/335487

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.
- ✓ For further information to please to our Teaching and Learning 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 regular interventions, group work and specialist one to one support by outside agencies if required.
- ✓ 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 are on our Record of Need and are a focus during termly meetings with between the SLT and Class teachers.

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

- ✓ Class teachers and support staff liaise with SENCO via meetings, termly reviews and at other points during the regular school week.
- ✓ Ongoing curriculum assessments.

- ✓ Tracking progress using data.
- ✓ Further assessments by specialists, including those from external agencies.
- ✓ Listening to parent and pupils views.

We believe that all elements of a child's development and well-being should be kept in mind when discussing progress. Further information about SEN identification and support can be seen in our School Offer. Our measures to prevent bullying can be seen in our Anti-bullying policy.

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

<u>What</u>	<u>Who</u>	<u>When</u>
Informal Discussions	When needed with parents and children	Ongoing
Parents' Evenings Record of need meetings	Parents and carers	Termly Termly
Home-School Book	With children and parents	Ongoing
Assess, Plan, Do, Review meetings	Parents and carers	Termly
Pupil conferencing	pupils	Ongoing
IEP review meetings	Pupils and parents	Termly
CHiN / TAC meetings and Annual Reviews	Parents, Pupils and external professionals	Termly / Annually

The Assess, Plan, Do, Review Cycle:

For children/young people on our Record of Need, an Assess, Plan, Do, Review cycle was established by the class teacher in partnership with the SENDCO, child/young person and their parents. Please see our DSEN Policy for further details.

This year, provision made for children/young people on our Record of Need has involved intervention / advice from the below professionals.

- ✓ **Communication and Interaction** – Educational Psychologist, Speech and Language Therapist
- ✓ **Cognition and Learning** – Educational Psychologist, Cognition and Learning team
- ✓ **Social, Emotional and Mental Health** – CAHMS, Educational Psychologist
- ✓ **Sensory and/or Physical Needs** – Occupational therapist(s), Physio therapist, Renal nurse, Paediatrician(s), Community nurse, continence nurse
- ✓ In addition to the above we have also accessed support and resources from alternative provision academies to broaden our provision, social services and the children in care team.

During the 2017/2018 academic year, we had 31 Children/young people receiving SEN Support and 2 young people with Education, Health and Care Plans.

We monitored the quality of this provision through monitoring visits, IEP reviews, book / work scrutinies and listening to pupil and parent feedback.

We measured the impact of this provision by using the Assess plan do review cycle, pupil and parent meetings, parent evenings, pupil feedback and through data analysis.

Support Staff Deployment:

Support staff were deployed in a number of roles including:

- ✓ One to one support.
- ✓ Small group intervention.
- ✓ Physical and co-ordination intervention.

We monitored the quality and impact of this support.

Distribution of Funds for SEN:

SEN funding was allocated in the following ways:

- ✓ Support staff.
- ✓ External Services (See School Offer).
- ✓ Teaching and Learning resources.
- ✓ Well-Being Provision.
- ✓ Staff training.
- ✓ Access to wider curricular activities via use of specialist professionals / settings.

Continuing Development of Staff Skills:

Individuals' CPD this year:

Area of Knowledge/Skill	Role of Staff undertaking cpd	Training Received from
Trauma informed school	Whole school	Julie Harmison
First aid training certificate	Teachers and TAs	Outside agency
Areas of need and their identification	All teachers	Matt Maloney
IEP writing and target setting	All teachers	Matt Maloney
SALT training	Specific TAs	Mel Meadows
Colostomy and intimate care training	Specific TAs and Teachers	Karen McClay
Manual handling training	Specific TAs and Teachers	SCOPE
Differentiation	Teachers	De Carden
Children in Care	Matt Maloney	CiCESS
Physical movement and development	Steve Flack	Aspire

In addition to the above all staff have accessed training via IHASCO, including but not limited to:

- Manual handling.
- Food hygiene and allergies.
- Risk assessment and awareness.

Partnerships with other schools and how we manage transitions:

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

- ✓ Year 6 transitions and extra transitions for those who require them.
- ✓ Offers of parent meetings for those arriving at school and extra phased transitions.
- ✓ Transition evenings in EYFS and Year 6 for parents and carers
- ✓ We provide regular transitions/ pupil passports for all year groups at the end of the year in preparation for them moving up to their new class.

We supported the transition from our Nursery and other local nurseries into our Reception class by offering regular transition days to support children due to start in September with meet and greets, lunches, parents evening etc. Our Reception teachers made home visits ahead of next year's intake.

We helped children to make the move from the Early Years Foundation Stage to KS1 and from KS1 to KS2 by facilitating teacher class swaps and extra transition sessions to allow pupils to become familiar with next year's staff / rooms etc. Methods such as 'sending messages' or 'sharing work' were employed to give specific pupils the opportunity to spend additional time becoming familiar with next year's staff and classrooms.

The transition from year 6 to secondary school has been supported through regular transitions to chosen secondary schools, linked project work, transition evenings for parents and carers and transition days in the lead up to the end of term. Throughout the year many of our pupils have accessed additional topic / sports / music / arts days in collaboration with the Roseland Community College (our feeder secondary).

For children/young people with SEN, we also offered and supported extra transitions for children and their carers. This was facilitated by our Parent Support Advisor.

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 <https://probus.eschools.co.uk/web>

Our complaints procedure:

Anyone wishing to make a complaint with regard to SEN support and provision should follow the complaints procedure on our website.

Other relevant information and documents:

The Designated Safeguarding Lead in our school is De Carden with deputies being Lyn McNamara, and Matt Maloney.

The Designated Children in Care person in our school is Matt Maloney.

Next year the Special Educational Needs and Disability co-ordinator will be Charlotte Livingstone.

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

Our Accessibility Plan can be found on our website <https://probus.eschools.co.uk/web/policies/335482>

The School Development plan can be found on our website <https://probus.eschools.co.uk/web>

Our DSEN 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 DSEN, can be viewed from the above link to the school website.

Details of how we keep children/young people safe can be found in our Safeguarding Policy which can be viewed on the school 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 Hub Council approved this SEN Information Report in July 2018.