

## Porthleven School

Name of SENDCo: Mrs Jess Bidgood

Dedicated time: 2.5 days - weekly

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SEND Governor: Neil Gunnell

School Offer link:

See website.

### Whole School Approach to Teaching and Learning

Porthleven School has a whole school approach to teaching and learning which is met in the following ways:

- Quality first teaching and learning - all teachers are responsible for the learning and progress of every child in their class, including those with SEND.
- An inclusive, differentiated and personalised approach to enable all learners, including those with SEND, to engage with all aspects of school life.
- A robust teaching and learning policy in place.

The Graduated Response at Porthleven Primary School is structured in the following manner.

#### Education Health Care Plans

Pupil's who need more support than is available through SEN support.

#### SEN Support

Pupil's who have been identified as requiring "additional and different" support which is in addition to QFT.

#### Focus Children

Pupils who are being closely monitored, due to progress, behaviour, EAL, new entrants, changing family situations, SEMH concerns and attendance.

#### All Pupils

All pupils benefit from Quality first teaching (QFT) and learning. This ensures an inclusive, differentiated and personalised approach to enable all learners, including those with SEND, to engage with all aspects of school life.



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### **We implement the Graduated Response in the following ways.**

- Consistent monitoring of the quality of teaching, to ensure that we are delivering an inclusive, differentiated and personalised approach to enable all learners, including those with SEND, to engage with all aspects of school life.
- Identifying and tracking the progress of children / young people that require support, removing barriers to learning by putting effective support in place.
- We take immediate action when pupil's are identified as having Special Educational Needs (SEN). We also inform the pupil's family as soon as SEN is identified. Children / young people requiring "additional and different" support are part of our 'Assess, Plan, Do, Review' (APDR) cycle and are classified as SEN Support.

The APDR cycle takes the form of termly outcomes and targets linked to the specific special educational needs of the pupil. We work in partnership with the pupil, their parents and carers, including them in decision making process.

All parties are also involved in the ongoing APDR review cycle, with reviews being conducted on a termly basis. Review cycles are used to inform changes to a child or young person's SEN support.

- When necessary, we apply for Education, Health and Care Plans.
- All children / young people identified as requiring SEN Support, or with an Education, Health and Care Plan (EHCP) or statement are on the school Record of Need.
- We seek and gain advice from specialist professionals whenever necessary.

### **How we identify children / young people that need additional or different provision.**

- Referral from Class Teacher to SENDCo
- Parental concerns / referrals
- Ongoing curriculum assessments (summative every half-term)
- Tracking pupil progress using data, emotions and behaviour
- Further assessments by specialists, including those from external agencies

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We take a holistic approach in 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, are 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:

<u>What</u>	<u>Who</u>	<u>When</u>
Informal discussions	Class teachers Head teacher Pastoral Mentors Emotional Literacy SENCo	On Going On going As required As required On going
Parents Evenings	Class teachers SENCo	Autumn and Spring
Reports	Class teachers	End of Summer Term - attainment data only
Assess, Plan, Do review meetings / TAC meetings EHCP Reviews	SENCo / Class teachers	Termly As required
Senco / Parent meetings	Senco and all parents	On request
Questionnaires	All pupils and parents.	Annually.
School Council	Head teacher	Regular meetings
Pupil conferencing	SENCo / Class teachers Head teacher	Termly
Parent referrals	SENCo / Class teachers Head teacher Pastoral Mentor	As required

### The 'Assess, Plan, Do, Review' cycle:

For SEN Support children and children in receipt of an EHCP, an Assess, Plan, Do, Review (APDR) cycle will be established by the SENCo in partnership with the child / young person, their parents and the class teacher. Please see SEN Policy for further details.

This year, the provision made for children / young people on our Record of Need has been:

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### SEND profile of whole school:

SEN Stage	Number	% of whole school	National %
No SEN	176	79%	84.7%
SEN Support	44	20%	12.6%
EHCP	4	1%	4%
Total SEN	48	21%	16.6%

### SEND Profile per year group:

Group	YN	YR	Y1	Y2	Y3	Y4	Y5	Y6
SEN Support	0	8	3	6	6	5	7	10
Statement/EHCP	1	0	1	0	0	0	0	2

### SEND Primary need whole school overview:

Area of Need	Number / % of pupils
Cognition and Learning	37.5% (N overall 31.8%)
Communication and Interaction	33.3% (N overall 36.5%)
Social, Emotional and Mental Health	25% (N overall 18.8%)
Sensory and/or Physical	4.2% (N overall 5.6%)

### Communication and Interaction

Children who are a cause for concern in this area are referred to the Speech and Language Therapy Service. Our Crofty Speech and Language Therapist last year assessed all children from Reception, Year One and Two and visited children on a termly basis to assess individual children, review and set new targets, monitor provision and advise staff.

Each child with an identified speech, language and communication works with a Teaching Assistant on specific targets as advised by the Speech and Language Therapist. All adults working with the child are made aware of the targets to develop in class. Classrooms are also monitored to ensure that they are communication friendly. In addition to this, the school accesses support to inform provision and offer advice and strategies when working with children with ASDs. Where children are suspected to have an ASD, referrals are made to the Children's Neurodevelopmental Assessment Service.

### Cognition and Learning

Children causing concern in this area may require further assessment to identify learning needs, for example, if dyslexia is a concern, a Dyslexia Screening Test (DST) will be carried out and the results used to inform further provision. Where progress is a concern, or interventions have made little, or no impact, a referral may be made to the Educational Psychologist or the Cognition and Learning Team.

Children requiring additional support to catch up, have accessed the following support: Read, Write Inc - Fresh Start and small group booster groups, pre and post teach, comprehension and fluency support through Harts for learning, Number Sense for

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children to support gaps and fluency in maths. Intervention programs: Timestable Rock stars, Numbots, One Minute Maths, Math Whizz and Nesy spelling program.

### Social, Emotional and Mental Health

The school has Emotional Literacy trained class practitioners to support children with their emotions. This may be in small groups, or on a 1:1 basis. In addition to this, children may be referred to the school's Pastoral mentors. In addition to this, a 1 member of staff is bereavement training provided by Penhaligon's Friends and has used this training to support children in the past academic year. Referrals have also been made to external agencies e.g. CAMHS for further assessment and support.

### Sensory and/or Physical Needs

Where children are diagnosed with a sensory processing need, advice is taken from the Occupational Therapist and care plans followed. Occupational Therapy and Physiotherapy referrals are made for children who require further assessment. Funfit is provided daily for those that need extra support with gross motor skills.

The needs of these children on the Record of Need for 2022/2023 are broken down as follows:

Area of need	EYFS	Y1	Y2	Y3	Y4	Y5	Y6	Total
Communication and Interaction	5	2	2	1				10
Cognition and Learning			1	3	4	5	4	17
Social, Emotional and Mental Health	4	2	2	2	1	1	7	19
Sensory and Physical			1			1		2
Total	9	4	6	6	5	7	11	48

Quality of provision is monitored by learning walks, pupil conferencing, assessment, book looks and feedback from parents and carers. This information is supplemented by advice provided by outside agency and in class support from speech and language and occupational therapy supervision.

### Support Staff Deployment

Support staff are deployed in a number of roles:

- Classroom TAs
- Group Intervention such as Pre and Post Teaching, Read, Write inc, Number Sense

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- 1:1 to meet the learning needs of children with Statement / EHCP / Social, Emotional and Behavioural Needs
- 1:1 to deliver speech and language programs (advised by the Speech and Language Therapist)
- 1:1 to meet the learning needs of children with EHCP / Social, Emotional and mental Health Needs.
- 1:1 support emotional Literacy and Pastoral Support
- 1:6 Coping Chameleons (KS2) MHST program x 8 weeks
- 1:4 Social and friendship groups (KS1 and Reception)
- Sensory / physio / OT / medical plans when required.

Quality and Impact of provision is monitored by data analysis, supervision meetings, pupil conferencing and discussion with parents.

### Distribution of Funds for SEN

This was allocated in the following ways:

- Support staff
- Autism Champions, Emotional Literacy and Pastoral supports
- External Services (see school's Local Offer)
- Teaching and Learning Resources
- Staff training

### Continuing Development of Staff Skills

Area of Knowledge / Skill	Staff Member	Training Received
Safeguarding	All staff	Sept 2023 ( updated yearly)
First aid and paediatric first aid	All staff	Regularly when needed
Pastoral / Well Being / Bereavement	Learning Mentor	Penhaligon Friends  Understanding children and young people's mental health  TRM (trauma recovery model) practitioner  Managing self harm Emotionally based school avoidance

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		Childhood Loss and Bereavement level 1&2
Emotional Literacy	Learning Mentors	SEN Diploma level 3  Draw and talk therapy  Certificate in Behaviour that Challenges in Children level 2  Lego Therapy
Behaviour Management	Teamteach - Selected TA's and Teachers	De-escalation through Teamteach
SEMH Management	All staff	Level 3 mental Health training
Speech and language	All staff  Teachers  TA	Speech sounds May 2023  Speech sounds and Speech and language April 2023  Phonological awareness October 2023  Shape Coding Coloured semantics
Autism-	All staff        2 TA's	ASD and sensory Social Anxiety Girls and ASD PDA   Autism Champion, Understanding Autism, aspergers and adhd Mental health first aid training

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Training needs are identified by completing an audit of staff skills alongside an audit of the need of the children - identified by the provision they need to access.

### **Partnerships with other settings and how we manage transition**

Lanner has worked with a number of settings and schools in the area in the following ways:

- SENDCo partnership with other schools (including schools within the Crofty Multi-Academy Trust)
- Transition into Porthleven from other mainstream schools.
- Planning meetings with nurseries to support transition into our EYFS
- Planning meetings with secondary settings for transition (including extended transition for those pupils needing it.
- Transition from class to class within the school.

We ensure that transition between First Steps Porthleven to EYFS is smooth by having planned transition meetings in the summer term.

Transition meeting were also held remotely with other nursery settings, in order to gather information and smooth the transition to nursery or reception.

The transition from Year 6 to senior schools was supported through meetings and discussions between the Year 6 teacher, SENDCO and the SENDCo at the secondary schools in question. Enhanced transition was required for a small group of children, this comprised of additional information being provided by ourselves, supplemented by parent and pupil visits to the school in question.

This year transition from one class took the form of one “transition day”, with pupils spending time in their new classroom with their new teacher and classroom assistant.

### **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, this can be found on our school website.

### **Our Complaints Procedure:**

Anyone wishing to make a complaint with regard to SEN support and provision should inform the Headteacher and SENDCo via the school office.

This year we received 0 complaints with regard to SEN support and provision.

### **Other relevant information and documents:**

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## **Porthleven School**

The Designated Safeguarding Lead in our school are Dan Clayden, Louise Figgins and Jessica Morris-Marsham. Our Safeguarding Governor is Neil Gunnell.

The Designated Children in Care person in our school is Jess Bidgood.

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

The School Development plan can be found on our website.

Our SEN Policy and School Local 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.