



DSEN Information Report

Name of SENCo:

Contact email: head@godolphin.cornwall.sch.uk Contact Phone Number: 01736 763318

Name of DSEN Governor: Becky Hoskin

School Offer link: <http://www.godolphin.cornwall.sch.uk/our-school/special-education-needs/>

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 DSEN. Pupils are also encouraged to take responsibility and accountability for their own learning.
- An inclusive, differentiated and personalised approach to enable all learners, including those with DSEN, to engage with all aspects of school life. This accounts for all types of learner and whole school topic themes inspire and enthuse the learning.
- Class teachers plan a progressive curriculum to support pupils with accessing the curriculum with the appropriate level of content and support.
- Teaching Assistants are fully involved in the planning and assessment processes in school, taking an active role in differentiating learning to enable pupils to engage in lessons.

Accessibility for Disabled Pupils:

The school plans, over time, to develop the accessibility of provision for all pupils, staff and visitors to the school (see the school accessibility plan on the school website). The main priorities in the school's accessibility plan are in the following areas:

- Increasing the extent to which disabled pupils can participate in the school curriculum
- Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.
- Improving the delivery of information to disabled pupils, staff, parents and visitors of information that is provided in writing for pupils and adults who are not disabled.

For all admission information regarding pupils with DSEN, refer to the Southerly Point Cooperative Multi Academy Trust Admissions policy which can be found on the school website.

Our Graduated Response for Learners:

- Continual monitoring of the quality of teaching by the Senior Leadership Team and Subject Co-ordinators.
- Identifying and tracking the progress of children that require support in order to narrow the gap by:



- Analysing half-termly data – focussing on both attainment and progress
- Identification of children requiring DSEN Support and implementation of “assess, plan, do, review” cycle.
- Individual provision maps reviewed regularly and updated as necessary.
- Pupils added to the register of need.
- Considering prior knowledge of pupils (inward mobility from other schools/pre-school setting).
- Outside agency guidance and support sought.
- Consideration of application for Education, Health and Care Plan.

How we identify children that need additional or different provision:

- Staff observations – TAs and HLTAs consulting with Teacher. Also parental concerns monitored in school.
- Class teacher refers to SENCO – discussion and observations referred to.
- Ongoing curriculum assessments.
- Tracking progress using data and also using pupil individual trackers within school.
- Further assessments by specialists, including those from external agencies.

We take a holistic approach by looking at all aspects of a child’s development and well-being. Our pastoral support arrangements for supporting the emotional and social development of all children, including those with DSEN, 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/young people and their parents:

<u>What</u>	<u>Who</u>	<u>When</u>
Informal Discussions	Teachers, pupils and parents	Daily – pupils throughout the day. Parents before and after school.
Parent’s evenings	Teachers, parents and pupils	Termly
Assess, Plan, Do, Review meetings	All stakeholders at different levels of assessment	Teaching staff – continually reviewing. Formally: termly
Pupil Conferencing	Teachers and head teacher with pupils	Termly
Anonymous worries box	Pupils	As needed

The Assess, Plan, Do, Review Cycle:

For children on our Record of Need, an Assess, Plan, Do, Review cycle is established by the class teachers and SENCo in partnership with the child and their parents.

This year, provision made for children on our Record of Need has been:



- Communication and Interaction- Speech and Language support; 1-1 discussions; residential trips to support independence; learning buddies; CHaLK counselling; coaching and well-being sessions
- Cognition and Learning: Speech and language specialist; Assessments by Educational Psychologist; Specialist maths support; maths boost; pre-teaching; SATs support group; specialist resources.
- Social, Emotional and Mental Health – Educational psychologist guidance; counselling sessions (CHaLK); additional transition opportunities, coaching and well-being sessions
- Sensory and/or Physical Needs – Practical tasks to refine fine motor skills, PE sports specialist, Fun Fit.

This is in addition to specific TA support.

During the 2017/2018 academic year, we had 9 children receiving DSEN Support and 0 with Education Health Care Plans.

We monitor the quality of this provision by:

- Continually updating individual trackers
- Reviewing of IPMs
- Analysis of data –termly and annually.
- SENCo observations/pop- ins to classrooms.
- Records of interventions kept to support review and analysis of progress
- Observations of interventions
- Termly staff meetings with the Educational Psychologist to review and discuss pupils
- Designated time in staff meetings to review and discuss pupils
- Discussions between staff and SENCo

We measure the impact of this provision by...

- Analysing pupil progress and attainment
- Parental feedback/discussions
- Pupil dialogue and changes in behaviour/communication
- Intervention progress monitored (percentages provided where possible so comparisons throughout the term can be made).
- Senior Leadership monitoring.
- Teaching assessment and identification as to where interventions need to take place, regarding progress and attainment.

Support Staff Deployment:

Support staff are deployed in the following roles:

- Responsible for the delivery of specific group interventions.
- Responsible for the delivery for individual learning plan (e.g. speech and language targeted activities, EHCP targets)
- Individual support as a scribe where appropriate.
- Readers where appropriate.



- Pastoral support.
- Group support in lessons.
-

We monitor the quality and impact of this support by:

- Holding discussions with class teachers and teaching assistants
- Observations
- Records kept to identify where pupils are or are not making progress
- Data analysis

Distribution of Funds for DSEN:

This year, the budget for DSEN and Inclusion was allocated in the following ways

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

Continuing Development of Staff Skills:

Whole school training this year has included...

<u>Area of Knowledge/Skill</u>	<u>Staff Member</u>	<u>Training Received</u>
Dyslexia Awareness	All staff	Autumn 2017
SENCo network meetings	Lucy Wandless	Termly throughout year
Coaching	All staff	Termly throughout the year
Maths Mastery training	All staff	September 2017
Phonics First	Ally Bird	January 2018
Multi agency CP training	Lucy Wandless	February 2018
Phonics	All staff	Spring 2018
Health and Well-being	All staff	Summer 2018
Specific medical training	Specific teachers and TAs	Summer 2018

Partnerships with other schools and how we manage transitions:

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

- Transition sessions planned for Pre-school/EYFS



- Pupils offered extra transition opportunities, depending on need (Pre-school/EYFS and Y5 and Y6)
- All pupils had transition time in their new class one morning a week in the summer term
- Transition days for Y5 and Y6 with secondary schools
- Y6 pupils receive visits from secondary school pupils and head of Y7
- Classroom transitions
- Moderation meeting for teachers across the Trust to ensure both primary and secondary schools are aware of abilities and expectations, particularly in writing.

This year no children requiring DSEN support came to us from our pre-school. We had no children with a Statement of Special Educational Need. There were no children on our Record of Need in 2017/18 who moved to secondary school.

Parents are included in this process through meetings with new EYFS teachers; open evenings at secondary school; discussions with Y6 teachers where concerns arise; information sent home.

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 DSEN Action Plan. This can be found on our website.

Our complaints procedure:

Anyone wishing to make a complaint with regard to DSEN support and provision should follow the school complaints procedure, found on the school website.

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

Other relevant information and documents:

The Designated Safeguarding Lead in our school is Lucy Wandless

The Deputy Designated Safeguarding Lead is Lucy Wandless

The Designated Children in Care person in our school is Lucy Wandless

The Local Authority's Offer can be found at www.cornwallfisdirectory.org.uk or at www.supportincornwall.org.uk/localoffer

Our Accessibility Plan can be found on our website.

The School Development plan can be found on our website.

Our DSEN Policy and School Offer (our contribution to the Local Offer) can be accessed via the links on our website.



Southerly Point Cooperative Multi Academy Trust Admissions policy can be found on the school website.

Details about our curriculum, including how it is made accessible to children with SEN, can be viewed from our website.

Our DSEN 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.