



SEN

Date of report: November 2022

SENCO: Hannah Crewdson

Governor: Deb Reeve / Suzanne Cooper

Background information

Pennoweth Primary school is a PAN 45 (1.5 classes per year group) primary school and nursery. PAN in Reception is at 60 from Sept 2022 due to an expansion programme. Pupils are aged 3-11.

For specific information about resources and provision please see the SEN information report on the school website.

SEND profile for the last 12 months

• Pupils on the SEN register

SEN K	39	
SEN EHCP	12	
Total SEN	51	

• Number of pupils according to primary need / year group.

	SEN K	EHCP	Total
(Nursery	0	0	0
Reception	4	3	7
Year 1	6	2	8
Year 2	5	1	6
Year 3	5	2	7
Year 4	8	0	8
Year 5	5	2	7
Year 6	6	2	8
Total	39	12	51

Several children have more than area of need listed however the following breakdown identifies each child's predominant / main area of need only.

	SEN K	EHCP	Total
SLCN	20	6	26
SEMH	9	2	11
SLD	0	1	1
MLD	7	2	9
PD	1	0	1
ASD	0	1	1
HI	2	0	2
VI	0	0	0
Total	39	12	51



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List of acronyms:

SLCN – Speech, language and communication needs

SEMH – Social, emotional and mental health

SLD – Severe learning difficulty.

MLD – Moderate learning difficulty.

PD – Physical disability.

ASD – Autistic spectrum disorder.

HI – Hearing impairment

VI – Visual impairment

• **Changes across the year 2021-2022**

- Unlike the last 2 years where we felt it important not to move children off the register of need to readily following the periods of lockdown, we now have a more robust understanding of the longer term needs and separating these out from the impact of COVID, thus we have a more fluid SEN register than we have had over the previous 2 years and we have seen several children moving on and off the register in response to their evolving need. The exception to this is those children who have been under the NHS SALT team where there has been limited involvement from them (see note below) and these children will remain on the register a little while longer to ensure the impact of the ongoing advice is positive.
- Our year 6 cohort who left us in July 2022 had a significant proportion of children on the SEN register including 3 EHCPs and one child with an EHCP moved to a specialist provision in September 2022. (In comparison with our year 6 cohort who left us in July 2021 had 3 children on the SEN register and no EHCPs and our year 6 cohort who left us in July 2020 where there were 15 children on the SEN register including 2 EHCPs).
- Our joining reception cohort in September 2022 has 4 children who have already been recognized as SEN by their nurseries and our EYFS staff are currently monitoring the rest of the class prior to reviews this month. A further 2 children have been added to the SEN register since joining and an additional child has involvement from an NHS SALT so has automatically been added to the SEN register. This includes 3 children with EHCPs.
- We have 1 child attending alternative provision and are in the process of obtaining evidence from them to support an EHCP application.
- 1 child joined us from another local school mid-year with an EHCP and is on a reduced timetable in line with advice from the statutory SEN service.
- 1 child was allocated an EHCP following an application from school.
- 3 requests have been made for specialist provision – 1 has been accepted so far but with a potential start date of September 2023. The other 2 are yet to go to panel.

SEND policy

- The SEN information report was reviewed and updated in February 2022 and is due to be reviewed again in February 2023. This is available on the school website at http://www.pennoweth.cornwall.sch.uk/web/send_information/417646
- The SEN policy was updated in February 2022 in line with the CROFTY MAT and this is due to be reviewed on February 2024.



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- Other relevant policies include but are not limited to:
 - The code of conduct
 - The behaviour culture document
 - The child protection policy
 - KCSIE part 1
 - Admissions policy
 - Intimate care and toileting policy.
 - Accessibility policy
- These can all be found in the policies section of the school website
<http://www.pennoweth.cornwall.sch.uk/web/policies/262853>

SEND budget and spending

SEN provision is funded from within the main school budget. Where a child receives an EHCP, it is expected that the first £6000 is funded from within the school budget. Where additional support over and above this is required a child may be allocated additional top up units to support the delivery of the provision within section F of the EHCP. We currently have 12 children who receive top up funding including. There has been no inclusion grant funding.

SLAs	<ul style="list-style-type: none">- 8 days of Educational psychology time were purchased for 2021-2022. Due to the illness of the educational psychologist, not all of this was fulfilled and involvement so far this term has been covered by the lead psychologist in lieu of this.- Educational psychology and shared SALT services are now procured through the MAT.
Resources	<ul style="list-style-type: none">- Resources purchased this year include:<ul style="list-style-type: none">• Sensory resources (fiddle toys, chew toys, theraputty, headphones)• Intervention resources• Coloured exercise books for those with visual stress needs.• Physical resources to support children directly in the classroom (pencil grips, triangular pencils, talking tins, writing slopes)• Board games and toys for social skills interventions.

Staffing for SEND

- **Staffing breakdown**

Nursery	1x nursery leader 2x Support staff
Reception class	1x teacher 2 x Support staff
Reception class	2 x teacher (part time) 1 x Support staff
Year 1 class	1 x teacher (+ part time student teacher) 2 x Support staff
Year 1/2 class	1x teacher 2x Support staff



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Year 2 class	1 x teacher 1x Support staff
Year 3 class	2 x teachers (part time) 1 x Support Staff
Year 3/4 class	1 x teacher 2 x Support staff
Year 4 class	2x teachers (part time 1=AHT) 1 x Support staff
Year 5 class	1 x teacher 2x Support Staff
Year 5/6 class	1 x teacher (+ student teacher) 1x Support Staff
Year 6 class	1 x teacher 1x Support Staff
General	1x headteacher 1x deputy head teacher 1x SENCO & DSL 1x additional part time teacher 0.6 within KS1

- **CPD related to SEND**

- All support staff are having ongoing training as part of their CPPD and coaching – focuses for this year include de-escalation, individual provision and SLCN.
- All teaching staff undertook CPD relating to the APDR cycles and individual provision and some are being followed up with individual coaching sessions.

Overview of the last 12 month:

APDR cycle.

- Staff have continued to develop their individual use of the APDR cycles and processes focussing more on the individual needs of each child and the live nature of the response to this. Between the February half term and the Easter holiday, some enhanced support was needed for some individual teachers to ensure this was being done effectively and reviews were still taking place at least termly in line with the graduated response.
- SEN reviews were linked in with the Pupil Progress meetings and tracking systems as well as the provision for the lowest 20% - this is something which will continue to be developed across the course of this next academic year.

Classroom provision:

- Other than in very specific cases (currently 2 children but these adults do still support further) there are now no named 1:1 TAs. Where there is additional need within a classroom, additional adults are allocated to that class to ensure the provisions in section F of the EHCPs can be met. This has enabled further development of independence and access to the curriculum.

Engagement with stakeholders

- Pupil voice: All children are invited to contribute to their APDRs, those with EHCPs, Educational psychology involvement and those who have a TAC (Team around a child) or ESP (Early support plan) are also invited to complete 'All about me' profiles at the time of



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their review. Further pupil voice and experience is gained through out pupil experience days.

- Parent / carer voice: Face to Face Meetings have now resumed and this has been positive in terms of physically meeting with parents. APDRs are shared, discussed and jointly amended at the parents meetings and longer meetings are offered where appropriate. All parents are also offered the opportunity for the SENCO to either attend the parents meeting or have a separate meeting to discuss any concerns. Where staff meet with / discuss with parents, this is recorded on the APDRs.

Ofsted:

- Pupils with special educational needs and/or disabilities (SEND) are carefully supported with their individual needs. Therefore, these pupils learn well with their peers and thrive.
- The support for pupils with SEND is precise and staff make skilful adaptations so that they learn a broad curriculum.
- Staff are quick to provide extra help for a small number of pupils who need this, including pupils with SEND.