



SEN

Date of report: November 2023

SENCO: Sarah Rowell

Governor: Sarah Shami / Sarah Johns

Background information

Pennoweth Primary has a PAN of 60 in Reception, year 1 and year 2. The PAN in the KS2 classes is currently at 45. The differential across the school is due to the recent opening of a new build which will enable the school to have a consistent PAN of 60 through all year groups within the next two years. The school has its own Nursery provision on site. Pupils are aged 3-11.

SEND profile for the last 12 months

• **Pupils on the SEN register**

	22-23	23-24
SEN K	39	32
SEN EHCP	12	6 + 1 in draft form
Total SEN	51	40

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

	22-23	23-24	22-23	23-24	22-23	23-24
	SEN K	SEN K	EHCP	EHCP	Total	Total
(Nursery	0	0	0	0	0	0
Reception	4	4	3	2	7	6
Year 1	6	3	2	2	8	5
Year 2	5	3	1	1	6	4
Year 3	5	5	2	0	7	5
Year 4	8	4	0	2	8	6
Year 5	5	7	2	0	7	7
Year 6	6	6	2	1	8	7
Total	39	32	12	8	51	40

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

2023-2024

	SEN K	EHCP	Total
SLCN	14	5	19
SEMH	7	1	8
SLD	0	0	0
MLD	6	1	7
PD	1	0	1
ASD	0	1	1
HI	3	0	3
VI	0	0	1



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Total	32	8	40
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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

• 2023

- A new SENDCo has been in place since September 23
- We continue to have a fluid SEN register, we have seen several children moving on and off the register in response to their evolving need
- The year 6 cohort who left us in July 2023 had a significant proportion of children on the SEN register including 3 EHCPs
- A child with an EHCP (ASD) left us for specialist provision in July 23

- Our joining reception cohort, September 2023, has 3 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 in autumn 2
- Early support is being identified in SEMH and SLCN in the EYFS
- Within the reception cohort, one child has an EHCP, another has an EHCP in draft form and panel has agreed to continue with the request for a third

- We have 2 children attending alternative provision. One child was allocated an EHCP in October 23, another is awaiting a decision from 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.
- 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.



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- 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"> • Educational psychology and shared SALT services are now procured through the MAT. • Academic year 23-24 6 days of traded time with the Educational psychologist. This equates to 36 hours split over 3 terms-12 hours/term
Resources	<p>Resources purchased this year include:</p> <ul style="list-style-type: none"> • Sensory resources (fiddle toys, chew toys, 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 Pendennis	1x nursery leader 1x teacher 1 day a week providing cover 2x support staff
Reception class Restormel	1x teacher 2 x support staff
Reception class Tintagel	1 x teacher 2 x support staff
Year 1 class Porthcurno	1 x teacher 2 x support staff
Year 1 Gwithian	1x teacher 1x support staff part time (4 days a week)
Year 2 class Newlyn	1 x teacher (+ 1 student teacher) 1x support staff
Year 2 class Mevagissey	1 x teacher 1 x support staff
Year 3 class Pendeen	1 x teacher 1 x support Staff
Year 3/4 class	1 x teacher (+ 1 student teacher)



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Godrevy	1 x support staff
Year 4 class Lizard	2x teachers (3 days a week/2 days a week job share) 2 x support staff
Year 5 class Levant	1 x teacher (+ 1 student teacher) 1x support Staff
Year 5/6 class Geevor	1 x teacher 1x support Staff
Year 6 class Poldark	1 x teacher 1x support Staff
General	1x headteacher and DDSL 1x assistant headteacher and DDSL 1x deputy head teacher and DDSL 1x SENCO & DSL

CPD related to SEND

- All support staff are having ongoing training as part of their CPPD and coaching – focuses align with those outlined for teachers and include adaptive teaching approaches
- 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 focusing 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 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.
- Classroom provision has been considered more widely, teachers have completed classroom dashboards which outline the universal and specific subject related support required by children in their class and any medical needs which need to be supported

Engagement with stakeholders

Pupil voice:



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

Parent / carer voice:

- We hold Face to Face Meetings at parents' evening where APRD cycles are shared.
- APDRs are 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.