

**TRELOWETH PRIMARY SCHOOL**  
**Information Report for Academic Year 2021 - 2022**

Name of SENCo: Jo Stoddern

Dedicated time: 5 days

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Name of SEN Governor: Frieda Nicholls

Local Offer link: [SEND Local Offer | Care and Support in Cornwall](#)

### **Whole School Approach to Teaching and Learning**

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

- 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.
- A robust teaching and learning policy in place.

### **Our Graduated response for learners at Treloweth Primary School:**

- Continual monitoring of the quality of teaching
- Identifying and tracking the progress of children / young people that require support to catch up by appropriate intervention
- Identification of children / young people requiring additional support and initiation of 'Assess, Plan, Do, Review' cycle.
- Liaison with external services for additional advice and support.
- Consideration of application for Education, Health and Care Plans.
- All children / young people identified as requiring School Support, or with an Education, Health and Care Plan (EHCP) or statement are on the school Record of Need.

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

- Referral from Class Teacher to SENCo

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- Ongoing curriculum assessments (summative every term)
- Tracking pupil progress using data
- Further assessments by specialists, including those from external agencies

### Treloweth Primary School

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 with and observations of pupils	Class teachers/TAs TIS practitioners Children Head teacher Pastoral team	On Going On going Termly As required As required
Parent consultation meetings	Class teachers (with SENCo where appropriate)	Twice a year
Messages via Class Dojo	Class TAs / Teachers / SLT	Daily and as required
Assess, Plan, Do review meetings / TAC meetings / SEN reviews	SENCo / Class teachers	Termly
Pupil parliament	Mrs E Nunes	Half termly
Pupil conferencing	SENCo / Class teachers Head teacher / SLT / subject leaders	Termly
Parent referrals	SENCo / Class teachers Head teacher Pastoral Team	As required
Professional reports and meetings	SENCo / Class Teacher / Designated teacher for CIC	As required

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Parental questionnaire	Parents and SLT	Annually
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### The 'Assess, Plan, Do, Review' cycle:

For children on our record of need, an Assess, Plan, Do, Review 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.

In 2020 / 2021, 23% of the children at Treloweth School were placed on the Record of Need. 2% of the school had an Education Health and care plan. The number of children on the Record of Need is broken down by year group and shown below.

	SEN Support 21-22	EHCP 21-22	Total 21-22	% of year group
EYFS	9	3	12	20%
Year 1	10	1	11	18%
Year 2	14	2	16	26%
Year 3	11	2	13	21%
Year 4	16	8	24	28%
Year 5	10	3	13	21%
Year 6	14	3	17	28%
Total	84	22	106	24% of school

Children are placed on the Record of Need if they have a need on one or more of the following areas: Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health and Sensory and Physical needs. All children on the school Record of Need have an All About Me profile which details strengths and areas of challenge.

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

### Communication and Interaction

#### Visual timetable:

All children at Treloweth have access to a visual timetable in their classroom, which allows them to predict the events of the day. In some cases, children have access to a personal or individualized timetable to support their needs.

Where needed, individual have access to a personal communication board, including Now and Next and choice board.

#### Speech and Language Therapy Service:

Children who have a difficulty in this area are referred to the Speech and Language Therapy Service. The Community Speech and Language Therapist visits children on a termly basis to assess individual children, review and set new targets, monitor provision and advise staff.

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Each child with an identified speech, language and communication need has an allocated TA to work on specific targets on a daily basis, or 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 individual cases, a specialist speech and language teaching assistant has been allocated to work within the school for individual children, and support from the Specialist SALT service is accessed.

### **Autism Support Team:**

The named Autism Champion for Treloweth is Mrs Stoddern and Mrs Dalley (until April 2022). The school has accessed support from the Autism Support Service to inform provision and offer advice and strategies to staff and parents when supporting children with ASCs. Where children are suspected to have an ASC, referrals are made to ASDAT via the Neurodiversity Pathway. The school Autism Champions offer advice to teachers where needed and work with children on a 1:1 or group basis where appropriate for their needs. Last year, children with an ASC benefitted from 1:1 sessions with an Autism Champion and group support to develop social skills, as well as support from the Autism Team.

### **Cognition and Learning**

#### **Dyslexia Screening:**

Children with difficulties 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. Treloweth School has previously achieved Dyslexia Friendly Accreditation and all staff are aware of how to support children with these needs. Learning is matched to the needs of the children and this was a focus for staff training last academic year.

#### **External services:**

Teachers work closely with the SENCo to set individual targets for children and provision and interventions are matched to this. Where progress is a concern, or interventions have made little, or no impact, a referral may be made to the Cognition and Learning Team or the Educational Psychologist.

Where necessary, children have been referred for further assessment through the Early Help Hub or CAMHS.

#### **Interventions:**

Children requiring additional support to catch up, have accessed the following interventions: NESSY, Numicon: Closing the Gap; Counting to Calculate, Number Sense, Maths Whizz, Reading Eggs and Fast Phonics, Reading Recovery, Read, Write Inc - Fresh Start, Ready to Progress in Maths as well as pre and post teaching as and when required for all children.

### **Social, Emotional and Mental Health**

#### **Trauma Informed Schools (TIS):**

The school has five members of staff that have had training from THRIVE and Trauma Informed Schools. TIS practitioners support children with their emotional literacy; this may be in small groups, or on a 1:1 basis. TIS practitioners have accessed termly supervision through Headstart Kernow.

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One member of staff has Emotional First Aid training to support children's SEMH. One member of staff has Mental Health First Aid training to support parents and children.

In addition to this a member 3 members of staff bereavement training provided by Penhaligon's Friends in Summer Term 2020 and have used this training to support children in the past academic year.

### **Educational Mental Health Practitioner:**

Treloweth School has an EMHP supporting children. Referrals to the Mental Health Support Service are made through CAMHS and discussed with the SENCo and parents. The EMHP can offer support and advice for families and children suffering with anxiety. In the past academic year, 4 referrals for support were made to the EMHP, as well as support for our Year 6s with transition to secondary school.

Where support in school is unable to meet the needs of an individual, and where there are other external services involved, children have been referred to external agencies such as CAMHS, Dreadnought, Blooms SW, Art/Play Therapy, First Light or Clear. This year, some children experiencing SEMH difficulties were able to access an alternative, bespoke curriculum.

### **Sensory and/or Physical Needs**

#### **Wake and Shake**

Wake and Shake is offered to all children before the beginning of the school day. In addition to this, wake and shake and Fitter Future sessions take place in the classrooms on a daily basis.

Classes have also taken on the 'Daily Mile' and Pedometer Club to support healthy lifestyles.

#### **FunFit**

FunFit intervention is offered to children that have been identified as needing additional support with gross motor development. Where children are diagnosed with a sensory processing need, advice is taken from the Occupational Therapist and care plans followed.

#### **External Services:**

Occupational Therapy and Physiotherapy referrals are made for children who require further assessment. Referrals to the OT can only follow two term's attendance at FunFit.

Where children were diagnosed with a sensory processing need, advice is taken from the Occupational Therapist and care plans followed. Support in this area has included accessing a specialist chair, planned sensory breaks throughout the day, access to ICT to support learners to record their ideas, access to pencil grips and writing slopes where needed.

#### **Medical Needs and Intimate Care**

Children are supported with diabetes care plans.

Where needed, individual children have an intimate care plan which offers guidance to staff in supporting personal care needs.

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### Provision in School:

Quality of provision is monitored by classroom observations, drop-ins, 'book looks', pupil conferencing, outside agency and in class support such as speech and language monitoring and educational psychologist observations.

Impact of provision is measured by analysing data to ensure that appropriate progress and attainment has been achieved and that intervention has been effective. This is measured by pupil progress meetings with teachers, discussions with teaching assistants, parents and SENCo, and outside agency reports.

### Support Staff Deployment

Support staff are deployed in a number of roles:

- Classroom TAs
- Group Intervention such as, Numicon Closing the Gap, Counting to Calculate, Number Sense, Pre and Post Teaching, Read Write Inc Fresh Start, Fine Motor skills, FunFit
- 1:1 to meet the learning needs of children with EHCP / Social, Emotional and mental Health Needs.
- 1:1 to deliver speech and language programmes (advised by the Speech and Language Therapist), Reading Recovery, OT Therapy Plans
- 1:1 to deliver TIS intervention (at times this may be in a group)
- 1:1 support pastoral support (at times this may be a group support)
- To support medical plans

Quality and Impact of provision is monitored by pupil progress and data analysis, supervision meetings, pupil conferencing and discussion with parents. Individual provision and progress is discussed termly with the SENCo, teachers, pupils and parents.

### Distribution of Funds for SEN:

This was allocated in the following ways:

- Support staff
- External Services (see Local Offer) and support
- Teaching and Learning Resources
- Staff training

### Continuing Development of Staff Skills

Area of Knowledge / Skill	Staff Member	Training Received
Pastoral / Well Being	Teachers TA	TIS Supervision

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Safeguarding	DSL DSL and DDSLs Teachers and TAs	Train the trainer Child Protection Tier 3 training Tier 2 training
First aid and paediatric first aid	TAs Teachers Lunchtime Supervisors	Emergency and paediatric first aid
Medical	Year 4 and 5 Teachers and TAs Head Teacher, Assistant Heads and SENCo	Bespoke Diabetes Training
Restraint and Physical Intervention	TAs Teachers Head Teacher	Team Teach Train the Trainer
Maths	Teachers TAs	CPD from maths Hub Lead
English	Teachers	Reading and phonics - Reading Lead

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

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

- SENCo partnership with other schools (including schools within the Crofty Multi-Academy Trust).
- 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).
- APA and Pupil Placement Partnerships.

In 2021/22, Nine children requiring additional support joined our EYFS from nursery settings and three children with existing EHCPs. Since joining the school, an increase in provision and specialist placement was requested to support one of the children whose needs were best met in an alternative setting.

Seventeen children on our record of need in 2021/22 made successful transitions to secondary school, including three children with EHCPs.

There were no permanent exclusions during this academic year; two children received fixed-term exclusions and three children were supported with positive transferred inclusions.

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### **Transition from Nursery to EYFS:**

Our EYFS team visited our local pre-schools and nurseries to observe children and talk to key members of staff. Home visits were carried out by members of the EYFS team and the DSL and SENCo. Parents and their children were invited to attend Stay and Play sessions. Additional sessions were planned for individuals in liaison with nurseries and the Early Years Inclusion Service.

### **Transition from Class to Class**

Each year, children are supported to make transitions to the next year group during the summer term. Meetings are held between teachers to transfer information and to discuss strengths and areas for development for individual children. This year, children were able to meet their class teachers on the field where they enjoyed a story or circle time game. Where identified as being vulnerable (by the pastoral team) children received a postcard from their new teachers or trusted adult over the summer holidays. For all children on the Record of Need required, pupil profiles or support plans were updated and shared with the new class teacher. Some children accessed a visual reminder of their new class teachers for the next year.

### **Transition from Year 6 to Secondary School**

The transition from year 6 to secondary school was supported through detailed hand over sessions between primary and secondary SENCos. For children with SEN, we also communicate additional information about SEN via written correspondence, meetings and e-mails. Secondary schools attended ECHP reviews in the summer term as well as PEP meetings where appropriate. Secondary settings were invited to attend meetings in the summer term in order to develop relationships with the family and pupil before transition.

Parents were included in this process through meetings and setting visits.

Identified children were able to access additional time in their secondary schools before starting the new term. Some families accessed support from the Autism Team and SENCo at their new secondary setting and individual transition plans were put in place.

### **Attendance and Exclusions**

The school works closely with the Education Welfare Service to support all children access school. Attendance for pupils with Special Educational Needs in 2020/21 was 93.24%. Attendance is monitored by Mrs Walpole.

### **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.

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The SENCo works with the Crofty SENCos to ensure that practice is consistent across all schools and that good practice is shared.

### **Our Complaints Procedure:**

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

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

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

The Designated Safeguarding Lead in our school is Annie Walpole.

Our Deputy Safeguarding Leads are Linda May and Jo Stodder.

The Designated Children in Care person in our school is Annie Walpole.

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:

<http://www.treloweth.cornwall.sch.uk/policies>

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.

Details about our curriculum, including how it is made accessible to children/young people with SEN, can be viewed from the link 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.

The Governing Body approved this SEN Information Report on: