



SEN

Date of report: November 2021

SENCO: Hannah Crewdson

Background information

Pennoweth Primary school is a PAN 45 (1.5 classes per year group) primary school and nursery.

Pupils are aged 2-11.

There are currently 312 children on role (328 including the nursery)

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	48	15% (national 12.1%)
SEN EHCP	12	4% (national 3.3%)
Total SEN	60	19%

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

	SEN K	EHCP	Total
(Nursery	0	0	0)
Reception	5	1	6
Year 1	6	1	7
Year 2	7	1	8
Year 3	10	0	10
Year 4	8	3	11
Year 5	7	2	9
Year 6	5	4	9
Total	48	12	60

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	21	3	24
SEMH	11	3	14
SLD	0	1	1
MLD	13	4	17
PD	1	0	1
ASD	0	1	1
HI	2	0	2
VI	0	0	0
Total	48	12	60



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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 2020-2021

- As last year, there has been little movement of children on or off the SEN register of need as there have continued to be school closures and periods of lockdown and we have been keen to maintain the level of support these children require.
- Our year 6 cohort who left us in July 2021 had 3 children on the SEN register and no EHCPs (in comparison with 15 children the previous year including 2 EHCPs).
- Our joining reception cohort in September 2021 has 5 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. This included one child with an EHCP.
- 1 child with an EHCP has joined our year 6 cohort from a local APA.
- 1 child returned to us from Ninemaidens APA following a period of time there however they have now been allocated specialist provision. As no specialist places are available until September 2021 they have been offered a place back at Ninemaidens in the interim.
- Reduced involvement from SALT means that several children have now been closed to SALT – we will continue to monitor at SEN K but may then move to monitoring if appropriate.
- 1 child received an EHCP and has now moved to another school out of county.
- 1 child with an EHCP has moved to another local school due to a house move.
- 1 child returned from a period of EHE and has now received an EHCP.
- 1 other child received an EHCP during the year.

SEND policy

- The SEN information report was reviewed and updated in February 2021 and is due to be reviewed again in February 2022. This is available on the school website at http://www.pennoweth.cornwall.sch.uk/web/send_information/417646
- 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



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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 __ children who receive top up funding including one with additional funding to support transition. There has been no inclusion grant funding.

SLAs	<ul style="list-style-type: none"> - 9 days Educational psychology time was purchased for the year 2020-2021. Due to closures we were not able to use all of this time, one part day was carried over to this year and one full day was refunded. A further 8 days has been purchased for this year. - A play therapist was working with us 2 mornings a week for the year 2020-2021. The children with whom she was working have now left (one to specialist, one to an alternative local school and one moving to AP) so this has not continued for this academic year. - 3 days time was purchased from Kernow SEMH – 1 day was carried over to this year and has now been used.
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 (social skills and SEMH games, 101 games books, the waiting game) • 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 1 x Support staff
Year 1/2 class	2x teacher (part time) 2x Support staff
Year 2 class	1 x teacher 1x Support staff



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Year 3 class	1 x teacher 1 x Support Staff
Year 3/4 class	1 x teacher (+ part time student teacher) 1 x Support staff
Year 4 class	1x teacher 2 x Support staff
Year 5 class	1 x teacher 2x Support Staff
Year 5/6 class	1 x teacher (+ student teacher) 2x Support Staff
Year 6 class	1 x teacher 2x Support Staff
General	1x headteacher 1x deputy head teacher 1x SENCO & DSL 1x pastoral manager (currently working across LKS2) 1x learning mentor (currently working across UKS2) 1x additional part time teacher 0.6 within KS2 1x additional part time teacher 0.4 within KS1

- **CPD related to SEND**

- All TAs undertook CPD relating to the APDR cycles and the use of the google drive.
- All teaching staff undertook CPD relating to the APDR cycles and the use of the google drive.
- Foci of this CPD for September 2021 has been around refining the processes and, in particular, the outcomes.
- All support staff have received a series of 6 sessions focussing on the DNA elements of teaching and learning.

Overview of the last 12 month:

APDR cycle.

- Staff spent the year working with the new APDR documents and logging live intervention and provision.
- Following feedback from staff this process has been refined for September 2021 (see appendix 2) and the initial concern process has been simplified (see appendix 3).

Classroom provision:

- Other than in very specific cases (currently 1 child) 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.

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



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- Parent / carer voice: Meeting F2F has been difficult this year however all parents have received the APDRs and have been invited to comment on them – these have been recorded. The focus for 2021-2022 is to further include the parents in this process (see annual overview appendix 1)
- MAT: SENCO MAT networks have moved to Zoom, and these have continued across the year and into this year. The MAT plan for us to carry out an audit process in out triads.



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Appendix 1 – Yearly overview of SEN

Ongoing throughout the year.	<p><i>Ongoing:</i></p> <ul style="list-style-type: none"> • <i>Update child voice</i> • <i>Add new provisions as recommended by professionals</i> • <i>Update any new assessments</i> • <i>Add new outcomes as new needs arise</i> • <i>Review impact of provision and close outcomes as they are met.</i>
Autumn 1	<p>Prior to start</p> <ul style="list-style-type: none"> • Handover information with previous staff. • Read last years APDR and the ECHPs for your children in SEN file on the shared drive. • Read reports from professionals, behaviour plans and medical plans / PEEPs. <p>Week 1</p> <ul style="list-style-type: none"> • Ensure all ongoing provision and recommendations are in place - check in with these children to ensure they have all they need. <p>Week 2</p> <ul style="list-style-type: none"> • Set up APDRs and update any behaviour plans. <p>Week 3</p> <ul style="list-style-type: none"> • Interventions begin. <p>Week 5</p> <ul style="list-style-type: none"> • Drop in APDR clinic. <p>Week 6</p> <ul style="list-style-type: none"> • Parents evenings - share APDRs, and send to those who don't come - update parent input.
Autumn 2	<p>Week 5</p> <ul style="list-style-type: none"> • Complete a review against each provision. <p>Week 6</p> <ul style="list-style-type: none"> • SEN reviews (Review 1 box completed with SENCO)
Spring 1	<p>Week 1</p> <ul style="list-style-type: none"> • Add new outcomes (at least 1) & provisions and update APDRs • Update assessment data <p>Week 4</p> <ul style="list-style-type: none"> • Drop in APDR clinic. <p>Week 5</p> <ul style="list-style-type: none"> • Send APDRs to parents - invite feedback / offer to meet.
Spring 2	<p>Week 1</p> <ul style="list-style-type: none"> • (Ensure details for access arrangements in place) <p>Week 4</p> <ul style="list-style-type: none"> • Complete a review against each provision. <p>Week 5</p> <ul style="list-style-type: none"> • SEN reviews (Review 2 box completed with SENCO)
Summer 1	<p>Week 1</p> <ul style="list-style-type: none"> • Add new outcomes (at least 1) & provisions and update APDRs • Update assessment data • Drop in APDR clinic <p>Week 2</p> <ul style="list-style-type: none"> • Parents evenings - share APDRs, and send to those who don't come - update parent input
Summer 2	<p>Week 4</p> <ul style="list-style-type: none"> • Complete a review against each provision.



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	<p>Week 5</p> <ul style="list-style-type: none">• Review 3 - Teaching staff to complete review 3 box. <p>Week 6</p> <ul style="list-style-type: none">• Handover to new staff <p>Week 7</p> <ul style="list-style-type: none">• Familiarise with SEN provision required for September and ensure you have all you need.
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Appendix 2 – APDR template

Name:
Class:
Year Group:
DOB:
SEN code: (K/EHCP)
Area of need:

Assess
Needs/barriers to learning

Level of attainment and comments on progress

Outside agency involvement:

Views of child/parents/teacher/support staff/other

Plan
What outcomes do we want to achieve?

	Outcome	Start date	End date
1			
2			
3			
4			

Agreed ongoing provision

Outcome specific provision and intervention

Outcome		



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Review 1
Review 2
Review 3



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Appendix 3: Monitoring process.

Name	
Class	

Assess:

What is my concern? What am I worried about?

Plan - Do

Review

What am I already doing

Do		Review	
Actions Taken	Date	Outcome/Impact	Date

Next steps (discussion with SLT)