



SEN Information Report 2021-2022

Name of SENCo: Mrs Jo Penrose

Dedicated time weekly: 1 day

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Contact Phone Number: 01872 274034

Name of SEN Governor: Nick Bailey

School Offer link: See Bosvigo School website-Learning-Special Educational 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 SEN.
- ✓ An inclusive, differentiated and personalised approach to enable all learners, including those with SEN, to engage with all aspects of school life.
- ✓ Refer to Teaching and Learning Policy.
- ✓ As a TIS school, children in need will be identified and supported as appropriate.

Our Graduated Response for Learners:

- ✓ Continual monitoring of the quality of teaching
- ✓ Identifying and tracking the progress of children that require support to catch up by Pupil Progress meetings and SEN Support meetings.
- ✓ Identification of children requiring SEN Support and initiation of “assess, plan, do, review” cycle.
- ✓ Consideration of application for Education, Health and Care Plan.
- ✓ All children identified as requiring SEN Support, or with an Education, Health and Care Plan are on our Record of Need.

How we identify children that need additional or different provision:

- ✓ Class teacher refers to SENCO – following discussions and ‘On Alert’ monitoring
- ✓ Ongoing curriculum assessments
- ✓ Tracking progress using data
- ✓ Further assessments by specialists, including those from external agencies

We take a holistic approach by 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 SEN, is set out in our School Offer. We are a TIS school and this ethos is embedded in our approach. Our measures to prevent bullying can be seen in our Anti-bullying policy.

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How we listen to the views of children and their parents:

- ✓ Informal discussions
- ✓ Home-School Book where required
- ✓ Assess, Plan, Do, Review meetings
- ✓ Pupil Conferencing
- ✓ Parent/Teacher consultation evenings
- ✓ Parent and Pupil Questionnaires
- ✓

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, their parents and the class teacher. Please see our SEN Policy for further details.

This year, Sept 2021-2022, provision made for children on our Record of Need has been:

- ✓ Communication and Interaction –
 - Speech and language 1 to 1 and/or in groups
 - Visual support
 - Now and Next board
 - Use of traffic lights
 - Individual timetable
 - 1 to 1 sensory work
 - Communication Passport
 - NELI (Nuffield Early Language Intervention)
- ✓ Cognition and Learning –
 - Focussed group interventions in areas of literacy and numeracy- with a focus on reading in KS1 and LKS2, and maths in UKS2
 - 1 to 1 support to access a highly differentiated curriculum
 - Reading 1 to 1
 - Reading fluency
 - Phonics tuition 1 to 1
 - Toe by Toe
 - Pre-teaching
 - Increased use of visual aids/modelling
 - Visual support eg word mats, phonics mats
 - Access to individual laptop for recording
 - Coloured paper or overlays
 - Social stories
- ✓ Social, Emotional and Mental Health –

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- TIS Individual and group work sessions
 - Pastoral support- for pupils and parents/families
 - Outdoor learning/Forest Schools/BF Adventure/Tree Huggers
 - Yoga
 - Additional Transition Arrangements and visits
 - Multi agency meetings
 - Use of thinking time/sand timer
 - EP involvement
 - Individual Behaviour chart
 - Home-School book
 - Social stories
 - Communication Passport
 - Foodbank
- ✓ Sensory and/or Physical Needs –
- Specialist equipment- eg zuma chair
 - Sensory aids- chews, wobble cushions, fiddle toys
 - Movement group
 - OT involvement
 - 1 to 1 movement programme
 - 1 to 1 Sensory play
 - Audit of individual classrooms environment re Hearing awareness

During the 2021-22 academic year, we had 32-39 children receiving SEN Support and 9 children with an Education, Health and Care Plan.

We monitor the quality of this provision by ongoing daily, weekly, half termly and annual review, on an individual and cumulative basis in conjunction with the Governors, Headteacher, SLT, teaching staff, pastoral staff and parents in line with an active process of continual review and improvement of whole school practice.

We measure the impact of this provision by monitoring progress of SEN children. We monitor progress at half termly Pupil Progress meetings and at SEN Support meetings. SEN children have a high profile when undertaking learning walks, Book Looks and pupil conferencing.

Following COVID we have offered a choice of the format for termly meetings to discuss progress with parents, with an aim to increase parental engagement (face to face, telephone call or Teams meeting). Over the last 3 cycles of Assess, Plan, Do and Review we have had increased parental participation, the last one with 93% attendance.

Support Staff Deployment:

Author of Report: Jo Penrose

Date of report: Sept 2022



Support staff are deployed in a number of roles:

- ✓ To work with groups of children in lessons, particularly maths and English
- ✓ To work 1 to 1 with individuals
- ✓ To deliver small group Phonics teaching 3.
- ✓ To deliver handwriting intervention
- ✓ To deliver small group maths fluency teaching
- ✓ To pre-teach or pick-up maths for groups or individuals
- ✓ To pick-up individual readers
- ✓ 1 to 1 phonics tuition
- ✓ To run after school clubs
- ✓ To support children at break and lunch times
- ✓ To offer pastoral support

We monitor the quality and impact of this support by observing lessons, observing interventions, discussing pupil progress, SEN learning walks, Book Looks, SEN pupil conferencing.

Distribution of Funds for SEN:

This year the budget for SEN and Inclusion was allocated in the following ways:

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

Continuing Development of Staff Skills:

Staff are encouraged to be proactive and seek professional development. Many staff have attended online courses- topics including dyslexia, NELI, mental health and wellbeing, counselling, autism awareness, sensory processing and diabetic training. Some support staff have also completed the 10 hour training in order to become National Tutors and deliver individual and small group tutoring before or after school. There has been whole staff training on Hearing Impairment, Positive Handling and Retrieval strategies.

We monitor the impact of any training by ensuring staff disseminate to other staff members where appropriate and key points for development are initiated and followed up. It should have a positive impact on Pupil progress.

Partnerships with other schools and how we manage transitions:

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

- ✓ Pre-school visits by FS staff and /or SENCo prior to transition into FS.
- ✓ A transition plan of 'stay and play' sessions for pre-school children took place in groups at the beginning of the year.



- ✓ Year 6 transition days.
- ✓ Extra transition days for vulnerable children transitioning from Yr 6 to Yr 7.
- ✓ All SEN paperwork is shared and passed on to the next school
- ✓ Secondary school SENCo invited to transition reviews/meetings.
- ✓ Parents invited to Secondary schools to discuss their child's SEN if appropriate.

5 children on our Record of Need in 2021/22 made a successful move to Secondary school, 1 of those having an EHCP and transferring to a specialist provision following an enhanced transition- (Brannel ARB).

We support the transition from each year group within school by providing a 'moving up' session to meet with new teachers in new classrooms. We created Communication Passports to ensure all staff were aware of individual needs and individual Transition books for children who might struggle with the transition to take home and look at over the holiday. Staff were given the time to discuss children's needs, strengths and difficulties before the transition.

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 our SEN Action Plan feeds into. This can be found on our School website.

Our complaints procedure:

Anyone wishing to make a complaint with regard to SEN support and provision should contact the Headteacher or the SEN Governor in the first instance. Following that, the Chair of Governors.

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

Other relevant information and documents:

The Designated Safeguarding Lead in our school is Mr Chris Wallis.

The Designated Children in Care person in our school is Mr Chris Wallis.

The Local Authority's Offer can be found at www.cornwallfisdirectory.org.uk

Our Accessibility Plan can be found on our website www.bosvigo.cornwall.sch.uk

The School Development plan can be found on our website.

Our SEN Policy and School 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 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 in **October 2022**

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