

Kind  
Empowering  
Nurturing  
Nourishing  
Aspiring  
Life-Long  
Learning

Values  
Active  
Leaders  
Enriching

**Kennall Vale School**  
Ponsanooth, Cornwall TR3 7HY  
Headteacher ~ Mr Rob Chirgwin  
Tel/Fax: 01872 863672  
**e-mail:** [secretary@kennall-vale.cornwall.sch.uk](mailto:secretary@kennall-vale.cornwall.sch.uk)  
**website:** [www.kennall-vale.cornwall.sch.uk](http://www.kennall-vale.cornwall.sch.uk)



## Kennall Vale School

# SEND Annual Information Report – September 2022

Name of SENCo: Caroline Parkinson

Dedicated time weekly: 0.2FTE

Contact email: [cparkinson@kennallvale.tpacademytrust.org](mailto:cparkinson@kennallvale.tpacademytrust.org)

Contact Phone Number: 01872 863672

Name of SEND Governor: Kieran Jermyn

School Offer link: [KVS SEND Offer 202122.doc](#)

### **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 and our Curriculum statement.
- ✓ Curriculum adaptations ensuring access for all learners.

### **Our Graduated Response for Learners:**

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

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

- ✓ Class teacher refers to SENCO
- ✓ Ongoing curriculum assessments
- ✓ Tracking progress using data
- ✓ Further assessments by specialists, including those from external agencies
- ✓ Communication with Families and young person

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/young people, including those with SEN, is set out in our School Offer. Our measures to prevent bullying can be seen in our Anti-bullying policy.

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### How we listened to the views of children/young people and their parents:

<u>What</u>	<u>Who</u>	<u>When</u>
Informal Discussions	All pupils	Daily
Parents' Evenings/Reports	All pupils	Termly
Home-School Book	Individual children	Daily
Assess, Plan, Do, Review meetings	Pupils on School Record of Need (incl. grad response for On Alert)	6 weekly
Team Around the Child/Family Meetings	2 pre EYFS admissions for 22/23	Termly
School Council	Representatives from all Classes	Weekly
Questionnaires	All pupils and parents	Termly
Parent / teacher Meetings	Parents of SEND	Termly
Class dojo	Pupils and parents	Daily
EYFS and KS1 Reading Diaries	Parents	Daily
Pupil Passports	Pupils on school Record of Need	Termly
Governor monitoring	Pupils	Termly

### The Assess, Plan, Do, Review Cycle:

For children/young people on our Record of Need, an Assess, Plan, Do, Review cycle was established by Rob Chirgwin in partnership with the child/young person, their parents and the class teacher. Please see our SEND Policy for further details.

During the 2021/2022 academic year, we had 9 Children/young people receiving SEN Support and 2 children with Education, Health and Care Plans.

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

- ✓ Communication and Interaction – Speech and Language, Hearing Impairment team, 1:1 provisions from teachers and TAs
- ✓ Cognition and Learning – all children have access to high quality teaching, interventions in phonics, reading, writing and maths in small groups; dyslexia screening and specific provisions depending on outcome, Cognition and Learning team, ICT, 1:1 support, access arrangements eg, scribing/reading/extra time
- ✓ Social, Emotional and Mental Health – Nurture Groups, TIS, RESET materials, known adult, young carers, thrive based school behaviour policy, breakfast club, dreadnoughts, BF adventure, school residential
- ✓ Sensory and/or Physical Needs – medical and physical needs advisory team, Occupational Therapist, Hearing Impairment Team

The effectiveness of these provisions were monitored through continual monitoring of the quality of teaching, including: Governor visits, staff performance management reviews, Pupil Progress meeting, formal observations, book looks, termly tracking, pupil/parent voice and the consideration of application for an EHCP. The impact was measured by holding annual reviews, IPM reviews, progress outcomes and external agency report.

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**Support Staff Deployment**

Support staff were deployed in a number of roles:

- ✓ Support in Classroom
- ✓ 1 : 1 Provision
- ✓ Small group intervention
- ✓ Playground support
- ✓ Lunchtime support
- ✓ Supporting at Afterschool Clubs
- ✓ Running Afterschool Clubs
- ✓ PPA Cover (HLTAs)
- ✓ First Aid
- ✓ Support for medical needs
- ✓ Breakfast club
- ✓ Catch up provision

We monitored the quality and impact of this support by Governor visits, Pupil Progress meetings, formal observations, book looks, half termly tracking, pupil/parent voice.

**Distribution of Funds for SEN:**

SEN funding was allocated in the following ways:

- ✓ Support staff
- ✓ External Services (See School Offer)
- ✓ Teaching and Learning resources
- ✓ Well-Being Provision
- ✓ Staff training
- ✓ Additional funding obtained via the Local Authority’s Accessibility Fund in order to improve the physical learning environment for all children, including children with sensory and/or physical needs.
- ✓ Alternative provision eg; dreadnought/bf adventure
- ✓ Resourcing personalised curriculum

**Continuing Development of Staff Skills:**

Individuals’ CPD this year:

<b><u>Area of Knowledge/Skill</u></b>	<b><u>Role of Staff undertaking cpd</u></b>	<b><u>Training Received from</u></b>
IDFS+	Head/SENDCo	Jo Davidson (C and L Team)
Hearing Support	TAs/Teachers	Hearing Support Team
ASD	1:1 TA, SENDCo	Cornwall ASD team
Makaton	All staff	Sarah Davey ASD Lead
Hub meetings	SENDCo	TPAT SEND lead
Sensory Processing	Teachers and key members of staff	Sarah Davey (EY - ASD Lead) Ellen Richards (Locality SENDCo)
Early Years	EYFS Teacher/TA	Early Years Inclusion Team
Assess, Plan, Do, Review software	Staff	Head/SENDCo

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All staff training is on-going to support the needs of the pupils in Kennall Vale School and is based on the main area of need. All staff have received updated First Aid training (including EPIPEN) and most staff received Hearing Awareness training. The impact of the training is reviewed through monitoring the progress of the pupils, staff performance management, observations and visit from external agencies.

### **Partnerships with other schools and how we manage transitions:**

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

- ✓ Ponsanooth Preschool
- ✓ Other local nurseries/preschools

We supported the transition from our village Preschool and two other local providers into our Reception class by holding transition sessions and home visits in the summer term. This included weekly visits to the EYFS classroom to meet staff. Staff also visited the preschool settings, meeting and observing the children in their familiar early-years environments.

Additional transition was provided for two pupils with SEN which included individual visits in the Summer term and again just before the beginning of the Autumn term during our INSET days. Visits and meetings included the involvement from the Early Years Inclusion Team to support smooth transitions for those children and their families. The SENDCo met with parents and key staff ensuring support was in place and attended TAC meetings in the Summer term.

- ✓ Penryn College (including the ARB)
- ✓ Richard Lander

The transition from Year 6 to secondary school was supported through liaison with the secondary schools and their SENDCos and Transition Teams. Two Year 6 children on our Record of Need made a successful move to their secondary settings. All secondary schools offered supported or enhanced transition programs. Kennall Vale School is a feeder primary to Penryn College, so our Year 6s have many opportunities to visit during their primary years therefore becoming familiar with the campus. The transition is also supported through timetabled outreach from the setting and transition days to the setting.

Parents are included and invited to attend review meetings here at Kennall Vale and information events at secondary school.

We helped children to make class to class transitions within Kennall Vale School - including moving from EYFS to KS1 and KS1 to KS2 - by holding transition meetings between teachers and sharing knowledge and expertise in the summer term with care and consideration.

2 children on our Record of Need in 2020/21 made a successful move to other schools. This included 2 pupils transitioning from Primary to Secondary education.

### **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. This can be requested from the headteacher, Rob Chirgwin. We also work in collaboration with the Trust and the SEND Lead Chris Wilson, as part of the Trust wide SEND action plan.

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### **Our complaints procedure:**

Anyone wishing to make a complaint with regard to SEN support and provision should contact Rob Chirgwin, the Headteacher: [head@kennall-vale.cornwall.sch.uk](mailto:head@kennall-vale.cornwall.sch.uk)

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

### **Involvement with External Agencies and Outside Providers**

This year we have worked with a number of external agencies and providers to enable us to meet the needs of our pupils. These include:

- |                                  |                                      |
|----------------------------------|--------------------------------------|
| ✓ Educational Psychologist       | ✓ Physical and Medical Advisory Team |
| ✓ Speech and Language Therapists | ✓ Early Years Support (ASD Lead)     |
| ✓ Cognition and Learning Team    | ✓ EY Locality SENDCo                 |
| ✓ CAMHS/Bloom                    | ✓ Teacher of the deaf                |
| ✓ School Nurse                   | ✓ BF Adventure                       |
| ✓ Penhaligon's Friends           | ✓ Equine Therapy                     |
| ✓ Young Carers                   | ✓ Wave Project                       |
| ✓ Autism Team                    | ✓ Dreadnoughts                       |

These agencies may/will change depending on the needs of the children during the academic year. We welcome the support and expertise from these professionals to ensure we are supporting all pupils to achieve the best of their ability.

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

The Designated Safeguarding Lead: Rob Chirgwin – Headteacher

The Designated person for Children in Care: Rob Chirgwin – Headteacher

KVS Offer:

KVS SEND Policy:

KVS Accessibility Plan:

KVS Safeguarding Policy:

Local Authority's Offer: <https://www.cornwall.gov.uk/education-and-learning/schools-and-colleges/special-educational-needs-file/cornwall-send-local-offer/>

KVS School Development Plan:

Our SEND Policy, School Offer and Annual SEN 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 \_\_\_\_\_