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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 2021

Name of SENCo: Rob Chirgwin

Dedicated time weekly: 0.2FTE

Contact email: [head@kennall-vale.cornwall.sch.uk](mailto:head@kennall-vale.cornwall.sch.uk)

Contact Phone Number: 01872 863672

Name of SEND Governor: Kieran Jermyn

School Offer link: <http://www.kennall-vale.cornwall.sch.uk/send-provision/>

#### **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

#### **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 by use of Target Tracker, 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:**

<b><u>What</u></b>	<b><u>Who</u></b>	<b><u>When</u></b>
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)	Termly
Team Around the Child/Family Meetings	None 2020/21	
School Council	Representatives from all Class	Weekly
Questionnaires	All pupils and parents	Termly
Parent / teacher Meetings	Parents of SEND	Termly
<b>During partial school closure:</b> - Online learning platform (Dojo/Tapestry) - Weekly telephone calls	All pupils and parents	Daily/weekly

### **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.

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

- ✓ Communication and Interaction – S&L support, Hearing Impairment team
- ✓ Cognition and Learning – Dyslexia screening, C&L team, ICT, 1:1 support (scribing, reading)
- ✓ Social, Emotional and Mental Health – Play Therapy, Nurture Groups, TIS, RESET materials, additional transition opportunities
- ✓ Sensory and/or Physical Needs – Physical activity intervention, environment adaption, personalised curriculum

During the 2020/2021 academic year, we had 10 Children/young people receiving SEN Support and 2 children with Education, Health and Care Plans.

We monitored the quality of this provision by Governor monitoring (virtually via Teams), Pupil Progress meetings, formal observations, book looks, half termly tracking, pupil/parent voice.

We measured the impact of this provision by holding annual reviews, IPM reviews, progress outcomes, external agency reports (Ed Psych/ASD team/S&L Therapists, Hearing Impairment team, Play Therapist).

### **Support Staff Deployment:**

Support staff were deployed in a number of roles:

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- ✓ 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

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.

#### **Continuing Development of Staff Skills:**

Individuals' CPD this year:

<u>Area of Knowledge/Skill</u>	<u>Role of Staff undertaking cpd</u>	<u>Training Received from</u>
Hearing Support	Teaching Assistants/Teacher	Hearing Support Team
ASD	1:1 TA, SENDCo	Cornwall ASD team
Assessment	SENDCo	Ed. Psychologist
Hub meetings	SENDCo	TPAT SEND lead
Early Years	EYFS Teacher/TA	Early Years Inclusion Team
NASEN	HT/SENDCO	Plymouth University
Assess, Plan, Do, Review software	HT/SENDC	Edu Key (Via Trust)

We monitored the impact of this training by monitoring impact on children: progress and outcomes against IPMs, EHCPs. Skills Audit review.

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

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

- ✓ Penryn College (mainstream and ARB) – additional transition days for children with SEND

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.

We supported the transition from our Nursery and other local nurseries into our Reception class by holding a transition session in July and an additional transition week in the Autumn term. COVID prevented the school from offering home visits; Parent/teacher meetings took place in school on an individual basis instead. Transition meetings included the involvement from the Early Years Inclusion Team to best support the effective transition into the EYFS.

We helped children to make the move from the Early Years Foundation Stage to KS1 and KS1 to KS2 by holding transition meetings between teachers. Teachers used the online learning platforms to introduce themselves to parents.

The transition from year 6 to secondary school has been supported through timetabled outreach from the secondary setting and transition days to the secondary setting.

#### **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

#### **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.

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

The Designated Safeguarding Lead in our school is Rob Chirgwin – Headteacher

The Designated Children in Care person in our school is Rob Chirgwin – Headteacher

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

Our Accessibility Plan can be found on our website

The School Development plan can be found on our website

Our SEND Policy and School Offer (our contribution to the Local Offer) can be accessed via the links on our website.

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

Details of how we keep children/young people safe can be found in our Safeguarding Policy which can be viewed on the school website.

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 \_\_\_\_\_