



Kennall Vale School
Ponsanooth, Cornwall TR3 7HY
Headteacher – Miss Tamsin Cocks
kennallvale@tpacademytrust.org
www.kennall-vale.cornwall.sch.uk



Kennall Vale School

SEND Annual Information Review for – 2022-2023

Name of SENCo: Caroline Parkinson

Dedicated time weekly: 1 day

Contact email: cparkinson@kennallvale.tpacademytrust.org

Contact Phone Number: 01872 863672

SEND Governor: Kieran Jermyn

School Offer link: [KVS School Offer 2023-2024](#)

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, scaffolded 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

Teachers use our Kennall Vale graduated response to ensure that there is a classroom culture that supports **UNIVERSAL** provision and strategies for all learners; **TARGETED** provisions and strategies for those learners who may require further support beyond the UNIVERSAL support and then **SPECIALISED** provisions and strategies where a child requires further specific support from an external professional or provider.

- ✓ Monitoring the quality of teaching.
- ✓ Identifying and tracking the progress of children/young people who require support to catch up, through appropriate interventions.
- ✓ Identification of children/young people requiring SEN Support and initiation of “Assess, Plan, Do, Review” cycle.
- ✓ Consideration of application for a Needs Assessment (EHCP - 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 school Record of Need.

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

At Kennall Vale Primary School, systems are in place to ensure early identification and tracking of progress for all students. Through these systems, we identify where pupils have needs in terms of communication and interaction; cognition and learning; social, emotional and mental health difficulties; sensory and/or physical needs.

Children are identified and / or assessed as having SEND (Special Educational Needs and Disabilities) through a variety of ways which may be a combination of the following:



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- ✓ Liason with previous school or pre-school setting
- ✓ Child performing below 'age expected' levels or equivalent
- ✓ Concerns raised by a parent
- ✓ Concerns raised by a teacher
- ✓ Class teacher refers to SENDCo – [TPAT Identification Flowchart](#)
- ✓ Ongoing curriculum assessments
- ✓ Tracking progress using data
- ✓ Early Help Hub referrals
- ✓ Further assessments by specialists, including those from external agencies
- ✓ Children with a Statement / EHCP (Education Health and Care Plan) already have many of their needs clearly identified. Their placement at our school is a decision that is made by the Local Education Authority.

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 SEND, is set out in our School Offer. Our measures to prevent bullying can be seen in our Anti-bullying policy [here](#) .

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

<u>What</u>	<u>Who</u>	<u>By whom</u>	<u>When</u>
Informal Discussions	All pupils	All staff	Daily
Class dojo	Pupils and parents	All staff	Daily
EYFS and KS1 Reading Diaries	Parents	Class teacher	Daily
Home-School Book	Individual children	Class teachers/TAs	Daily
School Council	Class Representatives	Headteacher	Weekly
Parents' Evenings/Reports	All pupils	Class teachers	Termly
Assess, Plan, Do, Review meetings (IPM Reviews)	Pupils/Parents on RoN Early Identification	Class teacher/SEND TAs/ SENDCo	Termly 6 weekly
IPM Target setting	Pupils/Parents on RoN Early Identification	Class teacher/SEND TAs/ SENDCo	Termly 6 weekly
Pupil Passports	Pupils on school RoN	Class teacher/ SEND TAs/SENDCo	Termly
Governor monitoring	Pupils	SEND Governor – Kieran Jermyn	Termly
Annual Parent Surveys	All pupils and parents	Headteacher and SLT	Annually

The Assess, Plan, Do, Review Cycle

For children on our **Record of Need**, and **Assess, Plan, Do, Review** cycle is followed in partnership with the child, child's parents/carers, SENDCo and relevant TA support staff. Please see our [SEND Policy](#) for further details.

Categories of SEND at Kennall Vale School for the academic year 2022-2023 were:

Communication and Interaction	Cognition and Learning	Social, Emotional and Mental Health	Sensory and Physical/Medical
69%	19%	6%	6%



16 children in total on the Record of Need during the academic year 2022-2023 including 2 children with Educational, Health and Care Plans.

RECEPTION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
2 EHCP	2 SEN Support	1 SEN Support	1 SEN Support	5 SEN Support	0	5 SEN Support

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

Communication and Interaction	<ul style="list-style-type: none"> * Speech and Language Therapist visits to assess, set new targets, monitor provision, work with relevant staff and write professional reports as supporting documents for a Needs Assessment. * Teacher of the Deaf visits to assess, set new targets, monitor provision, work with relevant staff and write professional reports as supporting documents for a Needs Assessment. * 1:1 provisions from teachers and/or TAs to ensure delivery of specific daily targets.
Cognition and Learning	<ul style="list-style-type: none"> * high quality teaching * interventions in phonics, reading, writing and maths in small groups * dyslexia screening * involvement from the Cognition and Learning team * involvement from the Educational Psychologist * 1:1 support * access arrangements for tests e.g. scribing/reading/extra time/transcribing
Social, Emotional and Mental Health	<ul style="list-style-type: none"> * Nurture Groups * TISUK practitioners working with individuals regarding emotional literacy * Penhaligon's Friends * Emotion Coaching * Known/Trusted adult * Young Carers Cornwall * Thrive based school behaviour policy * Breakfast club * School residential * Educational Psychologist * TPAT Behaviour Lead visits to assess, collaborative target setting and support with writing safety plan, monitor provision and work with relevant staff.
Sensory and/or Physical Needs	<ul style="list-style-type: none"> * Physical and Medical Needs advisory team visits to assess and suggest provisions and to support Year 6 children with Secondary School transition. * Occupational Therapist visits to assess, suggest and monitor provision and to work with relevant staff. * Teacher of the Deaf visits to assess, set new targets, monitor provision, work with relevant staff and write professional reports as supporting documents for a Needs Assessment. * FunFit sessions for specific children.



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The quality of these provisions were monitored through:

- * Assess, Plan, Do, Review process
- * Classroom observations
- * Governor visits
- * External specialist visits
- * Book scrutinies

Measuring the impact of these provisions were done through:

- * Analysing data
- * Monitoring attainment
- * Reviewing targets
- * EHC Annual Reviews
- * Meetings with parents/children/external professionals

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
- ✓ FunFit
- ✓ Time to Talk
- ✓ TIS

We monitored the quality and impact of this support by Governor visits, observations, data analysis, book looks, discussions with pupils and parents.

Distribution of Funds for SEND:

SEND funding was allocated in the following ways:

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



Continuing Development of Staff Skills

<u>Area of Knowledge/Skill</u>	<u>Role of Staff undertaking cpd</u>	<u>Training Received from</u>
Essential Letters and Sounds	All staff	ELS Practitioner Videos
Positive Behaviour Support	All staff	Penny Hermes - PRICE
Emotional Literacy	All Staff	Penny Hermes – Kernow Support
IDFS+	Head/SENDCo	Jo Davidson - C and L Team
Hearing Support	TAs/Teachers	Hearing Support Team
ASD	1:1 TA, SENDCo	Cornwall ASD team
Hub meetings	SENDCo	TPAT SEND lead
Assess, Plan, Do, Review software	Staff	Head/SENDCo

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

Throughout their academic career, children will make several transitions. This may include moving to a new school, to a new Key Stage or to a new class. These changes are inevitable, and the school employs many strategies to ensure they are managed effectively and pupils are sufficiently prepared for such changes. Strategies included this year were:

- Individual Profiles for pupils on the RoN to enable the sharing of key information to relevant adults
- Transition meetings to include parents/carers, class teachers, teaching assistants, SENDCo and all other professionals involved in the transition process
- Class handover meetings
- Transition books or social stories to give children a clear image of the upcoming changes
- PSHE lessons with a transition focus
- Program of support for transitions designed with external professionals
- Visits to new settings with familiar staff or family members
- Visits to secondary placement schools accompanied by familiar adults
- Transition meetings with the school SENDCo, new setting SENDCos, families and other appropriate professionals where necessary
- Individual 'back to school' visits during INSET days
- Home visits from Reception teachers
- Preschool visits from Reception teachers

The transition from Year 6 to secondary school was supported through liaison with two secondary schools – Penryn College and Helston Community College - and their SENDCos and Transition Teams. Five Year 6 children on our Record of Need made a successful move to their secondary settings. Both secondary schools offered supported or enhanced transition programs.



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Kennall Vale School is a feeder primary to Penryn College, so our Year 6s have many opportunities to visit this particular secondary setting 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 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.

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 SEND Development/Action Plan which can be found on our school website [here](#). We also work in collaboration with the Trust and the SEND Lead, Chris Wilson, as part of the Trust wide SEND action plan which can be found [here](#).

Our complaints procedure

Anyone wishing to make a complaint with regard to SEND support and provision should contact inform the Headteacher and SENDCo via the school office.

This year we received 0 complaints with regard to SEND 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 | ✓ EY Locality SENDCo |
| ✓ Cognition and Learning Team | ✓ Occupational Health |
| ✓ CAMHs | ✓ Teacher of the deaf |
| ✓ School Nurse | ✓ TPAT SEND Lead |
| ✓ Penhaligon's Friends | ✓ Young Carers Cornwall |
| ✓ TPAT Behaviour Lead | ✓ Penny Hermes – Kernow |
| ✓ Autism Team | ✓ LA Caseworker |

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.



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Truro and Penwith
Academy Trust

Other relevant information and documents

The Designated Safeguarding Lead:

Tamsin Cocks – Headteacher

The Designated person for Children in Care:

Tamsin Cocks – Headteacher

School Offer: [KVS Offer 2022-2023](#)

SEND Policy: [KVS SEND Policy 2022-2023](#)

Accessibility Plan: [KVS Accessibility 2022-2023](#)

Safeguarding Policy: [KVS Safeguarding Policy 2022-2023](#)

Local Authority's Offer: [LA Offer](#)

School Development Plan: [KVS SDP 2022-2023](#)

Details about our curriculum and how it is made accessible to children with SEND can be viewed [here](#).

Our SEND Policy, School Offer (our contribution to the Local Offer) and Annual SEND Information Review 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 SEND Information Review on

28-11-23