

## SEN Information Report

Name of SENDCO: Hilary Tyreman

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Name of Inclusion Coordinator: Polly Taylor (Seconded 0.1)

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Name of SEND Governor: Tamsin Gittins

### **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 SEND.
- ✓ An inclusive, differentiated and personalised approach to enable all learners, including those with SEND, 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 appropriate intervention.
- ✓ Identification of children/young people requiring SEND 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/Inclusion coordinator
- ✓ Ongoing curriculum assessments/Social-emotional well-being 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/young people, including those with SEN, is set out in our School Offer.

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

| <u>What</u>                               | <u>Who</u>   | <u>When</u>                                   |
|---|--|---|
| Informal Discussions                      | Class Teachers<br>Inclusion Coordinator<br>SENDCO<br>Head Teacher Parent and pupil | Ongoing<br>Ongoing<br>Ongoing<br>As necessary |
| Parents' Evenings                         | Class teachers<br>Parent and pupil   | 2 x yearly                                    |
| Home-School Book                          | Class teachers<br>Parent and pupil   | As necessary for individual children          |
| Assess, Plan, Do, Review meetings. (PIPS) | Class Teachers<br>SENDCO/IC<br>Parent and pupil                                    | Termly for children at School support.        |
| Early Support Meetings                    | SENDCO/IC<br>Parent and pupil  | As necessary for individual children          |
| Questionnaires                            | Class teachers<br>Head teacher<br>Parent and pupil                                 | All pupils and parents 1x year                |
| Class meetings                            | Class Teacher/Support staff<br>Parent  | At the start of a new year                    |

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

For children/young people on our Graduated approach to individual needs (GRIN) an Assess, Plan, Do, Review cycle will be established by the SENCO in partnership with the child/young person, their parents and the class teacher. Please see our SEN Policy for further details.

- ✓ Communication and Interaction :
  - Speech and Language 1:1 and/or small Group Intervention
  - Social Stories
  - Visual Support
  - Time To Talk
  - Whole school/small group individual TIS approaches
  - Lego Therapy

- ✓ Cognition and Learning :

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- Focus group Interventions in all areas of Literacy and Numeracy
- Targeted Additional Adult Support
- Pre-teaching
- Precision Teaching
- Dyslexia Packs
- Speech & language package
- Catch-Up After School Club
- Scribes as required
- KS2 SATs Access Arrangements
- Dyslexia Screening/Visual stress screening
- Access to the Cognition and Learning Team
- Access to an Educational Psychologist
- Access to the ASD Team
- Laptops/iPad for recording
- Drop – In EP Sessions for parents
- ✓ Social, Emotional and Mental Health:
  - 1:1 with TIS Practitioners
  - Social/Emotional Skills individual and small group sessions
  - Trusted Adult Support
  - External counselling
  - CAMHS
  - Bloom
  - Individual safety plans
  - Thrive / Trauma Informed schools support
  - Drop – In EP sessions for parents
- ✓ Sensory and/or Physical Needs:
  - Specialist sensory equipment
  - Intimate care plans
  - Individual laptops for recording

During the 2021-2022 academic year, we had 22.4% Children/young people receiving SEN Support or Education, Health and Care Plans. This is significantly above Cornwall and National %.

We monitor the quality of this provision by lesson observations: book & planning moderation: pupil conferencing and learning walks. Meetings with Teachers/Support staff/parents/professionals.

We measure the impact of this provision by termly quantitative assessments and ongoing qualitative assessments.

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### **Support Staff Deployment:**

Support staff were deployed in a number of roles:

- ✓ Support in Classroom
- ✓ Designated adult support for individual pupils
- ✓ Small group intervention
- ✓ Playground support
- ✓ Lunchtime support
- ✓ Supporting at Afterschool Clubs
- ✓ Running Afterschool Clubs
- ✓ Breakfast Club
- ✓ PPA Cover (HLTAs)
- ✓ First Aid
- ✓ Support for medical needs
- ✓ Thrive/TIS work

We monitor the quality of this provision by lesson observations: book & planning moderation: pupil conferencing and learning walks, meeting with teachers and support staff.

### **Distribution of Funds for SEN:**

This was allocated in the following ways:

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

### **Continuing Development of Staff Skills 2021/22:**

| <b><u>Area of Knowledge/Skill</u></b> | <b><u>Staff Member</u></b> | <b><u>Training Received</u></b>                      |
|---------------------------------------|----------------------------|--|
| Mental Health and Well being          | Hilary Tyreman             | Senior Lead for Mental Health (Anna Freud Institute) |
| Emotional Well Being                  | Robert Price               | Trauma Informed Schools Supervision                  |
| Phonics                               | All staff                  | Little Wandle Phonics training                       |
| Writing                               | All staff                  | The Write Stuff                                      |
| Neurological Conditions               | All Staff                  | Autism – Early Years                                 |
| Safeguarding                          | Hilary Tyreman             | DSL Updates  |

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|  |                              |                      |
|--|------------------------------|----------------------|
|  | Ella Hubbard<br>Polly Taylor | Level 3 multi agency |
|--|------------------------------|----------------------|

We monitor the impact of this training by monitoring teaching and learning.

### **Partnerships with parents/carers**

Parents/carers are vital partners in meeting their child's individual needs and work well with the school in terms of attending Assess, Plan, Do, Review cycle meetings (PIP Meetings).

- 100% parents' carers attended PIP meetings in April 2022
- 100% parents attended PIP meetings in July 2022

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

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

- ✓ Small group extended transition to secondary schools
- ✓ Extended transition to specialist provision
- ✓ Planning meetings with secondary schools
- ✓ Graduated starts for children with SEN joining our school if needed.
- ✓ Forest school extended transition for year 6 children if required.

We ensure that the transition from Nursery to Reception is smooth by free flow throughout the year. Transition sessions are planned in the summer term alongside open parent mornings.

We helped children to make the move from year 2 to 3 by holding 3 transition afternoons in July; Transition meeting of involved staff; Individual Provision Maps written in Summer Term shared with and implemented by new class teacher ready for September.

The transition from year 6 to senior schools was supported through; Parents' & Child visits to schools accompanied by SENCo if requested; Taster Days at the secondary School; SENCo meeting with SENCo from Secondary Schools to share information.

### **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.

### **Our complaints procedure:**

Anyone wishing to make a complaint regarding SEN support and provision should refer to our complaints procedure policy.

This year we received 0 complaints regarding SEN support and provision.

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

The Designated Safeguarding Lead in our school is Hilary Tyreman

The Designated Children in Care person in our school is Hilary Tyreman

The Local Authority's Offer can be found at [www.cornwallfisdirectory.org.uk](http://www.cornwallfisdirectory.org.uk)

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 during the Autumn Term 2022