



SEND Information Report

Name of SENDCo: Helen Neil

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Name of SEND Governor: Chris Scarborough

Cornwall Local Offer link:

<https://www.supportincornwall.org.uk/kb5/cornwall/directory/localoffer.page?newlocalofferchannel=0>

School Offer:

https://www.sithney.cornwall.sch.uk/website/individual_needs/139296

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. Pupils are also encouraged to take responsibility and accountability for their own learning.
- An inclusive, differentiated and personalised approach to enable all learners, including those with SEND, to engage with all aspects of school life. This accounts for all types of learner and class topic themes inspire and enthuse the learning, helping pupil to make connections.
- Class teachers plan a progressive curriculum to support pupils with accessing the curriculum with the appropriate level of content and support.
- Teaching Assistants are fully involved in the planning and assessment processes in school, taking an active role in differentiating learning to enable pupils to engage in lessons.]
- An inclusive approach to enable all learners, including those with SEND, to engage with all aspects of school life.

Curriculum:

- Teachers are responsible for ensuring all pupils access the curriculum by providing differentiated planning where required.
- Children often work in groups or with learning buddies to support dialogue and discussion (peer learning). This is achieved through same and mixed ability groups as appropriate.

- The school uses oracy to promote language, discussion and develop confidence and self-esteem throughout the curriculum.
- TAs are deployed to support pupils with accessing the curriculum e.g. asking questions to check/draw out understanding; providing further explanations; physical support (scribing); general guidance.
- Concrete and pictorial resources are used to support teaching and learning.
- Teachers strive to ensure pupils with SEND are included in all activities with their peers, ensuring the safety of their pupils.

Our Graduated Response for Learners:

- Continual monitoring of the quality of teaching by the Senior Leadership Team and Subject Co-ordinators.
- Identifying and tracking the progress of children that require support in order to narrow the gap by....
 - Analysing data termly, focusing on both attainment and progress.
 - Identification of children requiring DSEN Support and implementation of “assess, plan, do, review” cycle.
 - Individual provision maps are reviewed regularly and updated as needed.
 - Pupils added to the register of need.
 - Considering prior knowledge of pupils (inward mobility from other schools/pre-school setting)
 - Outside agency guidance and support sought.
 - Consideration of application for Education, Health and Care Plan.

How we identify children that need additional or different provision:

- Staff observations – TAs and HLTAs consulting with Teacher. Parental concerns are monitored in school and support/advice provided for the home.
- Class teacher refers to SENDCO – discussion and observations referred to.
- Ongoing curriculum assessments
- Tracking progress using data and also using pupil individual trackers within school.
- Further assessments by specialists, including those from external agencies

We take a holistic approach by looking at 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 SEND, is set out in our School Offer. Our measures to prevent bullying can be seen in our Anti-bullying policy. Our measures to keep all children, including children with SEND, safe are outlined in our Safeguarding Policy

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

<u>What</u>	<u>Who</u>	<u>When</u>
Informal Discussions	Teachers, pupils and parents	Daily – pupils throughout the day. Parents before and after school.

Parents' Evenings	teachers, parents and pupils	termly
Assess, Plan, Do, Review meetings	All stakeholders at different levels of assessment, including parents	Teaching staff – continually reviewing. Formally: termly with the parents and pupils (as appropriate)
Home-School Log	Individuals	Daily
School Council	School Councillors	Weekly meeting where they can put forward pupil views
Pupil Conferencing	Teachers and Head Teacher with Pupils	Termly
Anonymous worries box	Pupils	As needed
Questionnaire	Pupils and Parents	Annually

The Assess, Plan, Do, Review Cycle/SEN Provision:

For children on our Record of Need, an Assess, Plan, Do, Review cycle is established by the class teachers and SENDCo in partnership with the child and their parents.

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

- Communication and Interaction:
 - Speech and Language support 1-1
 - discussions
 - learning buddies
 - Wild Tribe
 - Socially Speaking groups
 - Social stories
 - Focus on Oracy

- Cognition and Learning:
 - Assessments by Educational Psychologist
 - Specialist maths support (NTP)
 - SATs support group
 - specialist resources (wobble cushions, coloured overlays etc.)
 - Nesy spelling
 - Timestable Rockstars and Numbots
 - Precision Teaching
 - Read. Write Inc. interventions
 - 1 minute maths interventions
 - Focused group interventions for reading, writing and maths.
 - Additional thinking time
 - Priority readers
 - Resource packs

- Scribes
- Bubble writing and pen fit

- Social, Emotional and Mental Health:
 - educational psychologist guidance
 - CHaLK Counselling;
 - CAMHs involvement;
 - TIS Wellbeing approach used in school and Wellbeing Practitioners providing 1:1 support.
 - Fidget toys, wobble stools/cushions
 - Wild tribe

- Sensory and/or Physical Needs:
 - Practical tasks to refine fine motor skills e.g. dough disco, cosmic yoga
 - sensory breaks
 - Fidget toys

This is in addition to specific TA support.

During the 2022/2023 academic year, we had 11 children (14%) on our register of need. This comprises of 8.9 % receiving SEND Support, and 5.1% with an Education Health Care Plans.

We monitor the quality of this provision by:

- Continually updating individual trackers
- Assess, Plan, Do Review Documents
- Reviewing the School Provision Map
- Analysis of data –termly and annually.
- SENCo observations/pop- ins to classrooms.
- Records of interventions kept to support review and analysis of progress
- Designated time in staff meeting to review and discuss pupils
- Discussions between staff and SENDCo
- Book Looks; Pupil Conferencing; Learning Walks
- Regular visits form external agencies e.g. speech and language help to support classroom practice by providing further advice to achieve set targets or setting new ones as learning moves forward.

We measure the impact of this provision by...

- Pupil progress and attainment
- Parental feedback/discussions
- Pupil dialogue and changes in behaviour/communication
- Intervention progress monitored (percentages provided where possible e.g. Nessy spelling, so comparisons throughout the term can be made).
- Senior Leadership monitoring.

- Teaching assessment and identification as to where interventions need to take place, regarding progress and attainment.

Support Staff Deployment:

Support staff are deployed in a number of roles:

- Specific support for individuals (Pupils with statements/physical needs e.g. sensory breaks).
- Responsible for the delivery of specific group interventions.
- Group support in lessons.
- Pastoral support.
- Scribe and readers during lessons.
- Responsible for aiding the delivery of individual learning plans (e.g. speech and language/EHCP targets...).

We monitor the quality and impact of this support by...

- Discussions with class teachers and teaching assistants
- Observations
- Records kept to identify where pupils are or are not making progress
- Data analysis

Distribution of Funds for SEND:

This year, the budget for DSEN and Inclusion was allocated in the following ways

- Support staff
- 1:1 provision - in the classroom or for TIS work
- External Services (See School Offer)
- Teaching and Learning resources
- Staff training
- Sensory resources – personalised for individuals
- Small group interventions
- Playground/lunch support

We monitored the quality and impact of this support by general observations; Book Looks; Pupil Conferencing.; Learning Walks

Continuing Development of Staff Skills:

Whole school training this year has included...

<u>Area of Knowledge/Skill</u>	<u>Staff Member</u>	<u>Training Received</u>
Mental Health Awareness	Helen Neil	April 2023 Flick training
Dual Coding	Helen Neil	Clair Roberts (SALT)
Oracy	Teaching staff; N. Butcher and K. Edwards.	Helen Neil. In house training.

Speech Sounds Training	Maria Johnstone, Suzanne Bray	Clair Roberts (SALT)
Supporting Expressive Language	Suzanne Bray	Clair Roberts – (SALT)
Speech and language screening for 3 year olds	Jo Thorniley Rosanna Nisbet	Clair Roberts (SALT)
Autism Awareness	Jo Thorniley	Flick Training
Bitesize EYFS information session: 'Self-regulation and Executive function' 'Understanding Sensory Integration' 'Work, Rest and Play the Sensory Way' (WRAPS)	Rosanna Nisbet	via Teams via Teams.

Partnerships with other schools and how we manage transitions:

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

- All pupils had transition time in their new class for a morning in the summer term.
- Pupils with SEND were offered extra transition opportunities to the secondary schools, depending on need.
- Transition days were held for Y6 in their secondary schools.
- Transition days to an ARB were attended.
- Transition from independent nursery to the Reception class was held in the summer term.
- 1 pupil engaged with a mentoring system at their chosen secondary school.
- Y6 pupils received visits from secondary school pupils and heads of Y7.
- Secondary schools attended EHCP review meetings in the summer term.
- Moderation meetings for teachers from a selection of primary schools, focusing on writing.

This year 0 child requiring SEND Support came to us from our pre-school. 2 children on our Record of Need in 2022/23 made a successful move to secondary school and 1 child came to our school another local school.

Parents are included in these processes through meetings with EYFS teachers; open evenings at secondary school; discussions with Y6 teachers where concerns arise; information sent home.

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 and through the School SEND Self-evaluation Plan.

Our complaints procedure:

Anyone wishing to make a complaint with regard to SEND support and provision should follow the school complaints procedure, found on the school website.

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

Other relevant information and documents:

The Designated Safeguarding Lead in our school was Sarah French for the academic year 2022-2023

(Deputy Safeguarding Lead Helen Neil)

The Designated Children in Care person in our school for the academic year 2022 - 2023 was Sarah French

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

Or www.supportincornwall.org.uk/localoffer

Our Accessibility Plan can be found on our website.

Crofty Multi Academy Trust Admissions Policy on the school website.

Our SEND 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 SEND (inclusion documents for each subject), can be viewed from our website.

Our SEND 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 SEND Information Report:

September 2023