



Every Moment Matters

SENCo Annual Report to Governors 2020-2021

Name of SENCO: Katie Rawlings

Dedicated time weekly: 3 hrs

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Name of Special Educational Needs (SEN) Governor: Kevin Hewitt (former SEND Governor and Vice Chair, volunteered to continue SEND Governor role as an associate member; Chris Lea (Interim Assistant)

School Offer / Information Report: July 2021

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 learning, including those with SEND, to engage with all aspects of school life.

Our Graduated Response for Learners:

- Continual monitoring of the quality of teaching
- Identifying and tracking the progress of children that require support to 'catch-up' by assessment procedures
- Identification of children requiring SEND Support and initiation of the 'assess, plan, do, review' cycle
- Consideration of application for an Education, Health and Care Plan
- All children identified as requiring SEND Support, of with an Education, Health and Care Plan are on our Record of Need

How we identify children that need additional or different provision:

- Class Teachers refer to SENCo
- Ongoing curriculum assessments
- Tracking progress using data
- Further assessments by specialists, including those from external agencies

We take a holistic approach to 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.

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

What	Who	When
Informal discussions	Teachers, TAs	Throughout the year
Parents' Evenings	Teachers, TAs	Once per term
Home-school books	Teachers, TAs	Daily
Class Dojo	Teachers, TAs	Daily
Provision Plan meetings	Teachers, TAs, SENCo	Once per term
Individual Pupil Conferencing	Teachers, TAs, SENCo	Once per year for Annual Reviews

The Assess, Plan, Do, Review Cycle:

For children on our Record of Need, an 'Assess, Plan, Do, Review' cycle is established by the SENCo in partnership with the child, their parents, their class teacher and if appropriate a Teaching Assistant. Please see our SEND Policy for further details:

This year, provision made for children on our Record of Need is listed below under the four areas of need:

Communication and Interaction:

- Speech and Language Therapy, Occupational Therapy,

Cognition and Learning:

- Pre-teaching, Memory Processing programmes and games, Phonological Awareness Intervention, Nessy, Colourful Semantics, Coloured overlays and related resources, Visual Timetables, Task Management boards, Dyslexia Screening Test

Social, Emotional and Mental Health:

- Educational Psychologist, CAMHS Support workers, TIS sessions, Play Therapy

Sensory and / or Physical Needs:

- Fun Fit, specialised equipment such as Zuma Rocker chairs, Physiotherapy, vision support, hearing support

During the 2020 / 2021 academic year, there have been 2 children with Education, Health and Care Plans receiving SEN Support. A further 1 child receives weekly intensive Speech and Language Therapy Support with 5 others being referred over the course of the year. A large number of children across the school have been screened for Dyslexia using the DST-J and 3 others have received a formal diagnosis of Dyslexia. 4 children have been referred to CAMHS with 3 of these currently receiving support from a CAMHS Nurse or Practitioner. 4 children have been referred to the Neurodevelopmental Pathway and 1 further child has received a diagnosis of Autism Spectrum Disorder. 1 child has been referred to the Cognition and Learning Support Service and a further 5 have received informal advice from this service through one of their professionals.

Our Record of Need currently shows:

- 46 children at 'On Alert' level
- 12 children receiving School Support
- 2 children with an Education, Health and Care Plan

We monitor the quality of this provision by carrying out termly reviews (Provision Plan Reviews) of progress towards individual targets.

We measure the impact of this provision by using tracking data from a baseline assessment where points progress in reading, writing and maths can be measured as well as collating evidence of progress towards specific individual targets.

Support Staff Deployment:

Support staff are deployed in a number of roles:

- 1 to 1 Teaching Assistant (TA) for children with specific learning difficulties as outlined in their Education, Health and Care Plan
- Small group or individual intervention where SEND children are part of a group receiving a specific programme of work

We monitor the quality and impact of this support by annual Performance Management Reviews and the progress of the children concerned.

Distribution of Funds for SEND:

This year, the allocated budget for SEND and Inclusion was £47,674.61

To support this, the school received £0 of High Needs Funding

The school also received £6930 of SEND Top-up funding

This was allocated in the following ways:

- Support staff for children with EHCPs - £22,305.96

In addition to the funding allocated to support children with EHCPs, the school allocated further funding for the following:

- Additional support staffing for children at 'School Support' - £17,917.90
- External Service (See school offer for details) - £0
- Teaching and Learning Resources - £199.75
- Staff Training - £321

Continuing Development of Staff Skills

Title / Content of Training	Who was involved?
Deaf Awareness	All Staff
Fun Fit	1 Teacher, 3 Teaching Assistants
Identifying and Supporting Learners with Dyslexia	1 Teacher, 1 Teaching Assistant
Writing Provision Plans	All Teachers
Trauma Informed Schools (TIS)	1 Teacher – disseminated to All Staff
Introduction to Speech and Language Communication	All Staff
Introduction to Adverse Childhood Experiences (ACEs and Early Trauma)	All Teaching Assistants
Understanding Asperger's, Autism and ADHD	2 Teaching Assistants
SCD Communication Training	2 Teaching Assistants
Sensory Processing	1 Teaching Assistant
Visual Impairment Training	1 Teaching Assistant
An Introduction to Dyslexia Friendly Schools	All Teachers
British Sign Language – Level 1	1 Teacher
Understanding Dyslexia	1 Teacher and 1 Teaching Assistant
Listening to Young Children: Supporting Transitions	1 Teacher
Speech and Language in the Early Years	1 Teacher
Future Learns – Autism	1 Teacher
Awareness of Type 1 Diabetes in Schools and Other Settings (Basic and Advanced Level)	All Staff
Supporting Children with Social and Communication Difficulties in the Early Years	1 Teacher
Bereavement Champion Training	1 Teacher, 1 Teaching Assistant
Depression – A Compassionate View	1 Teaching Assistant
Supporting Children's Development from Early Years to School Leavers	1 Teaching Assistant
Using iPads to Support Students with Literacy Difficulties	1 Teacher
MLD Conference (including WRAPS Training for SENCos)	1 Teacher
The Boxall Profile	1 Teacher
The Graduated Approach at the Heart of Distributed Leadership for SEND	1 Teacher
ASDAT and the Neurodevelopmental Pathway	1 Teacher

We monitor the impact of this training through SEND Governor monitoring visits, School Improvement Partner (SIP) visits, internal observations of teachers and TAs.

Partnerships with other schools and how we manage these transitions:

We work with a number of schools in the following ways

- Transition meetings are held with the Secondary School SENCo to inform on SEND children joining them
- Similarly, transition meetings are held with nurseries and pre-schools to receive information about SEND children joining our school
- The SENCO meets half termly with other SENCOs through virtual SENCo Surgeries and Network Meetings to ensure up to date knowledge, receive snapshot training and share good practice

We support the transition from one year group to another by holding annual review meetings and transition meetings between internal staff.

The transition from Year 6 to Secondary School is supported through transition meetings with the Head of Year 7 and the Secondary School SENCo.

Parents are included in this process through regular review meetings and transition meetings. They are also encouraged to keep regular contact with the school through Class Dojo, home-school books or by arranging a meeting with their child's class teacher or 1 to 1 TA.

Ongoing Development:

We work hard to ensure that any areas of support from 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 Improvement Plan which, where appropriate, includes a SEND Development / Action Plan. This can be found on our school website.

Our Complaints Procedure:

Anyone wishing to make a complaint with regard to SEND support and provision should discuss their concerns with the SENCo in the first instance and then if necessary refer to the school's complaints policy which can be found on the school's website. A hard copy can be obtained from the school office.

This year we have received no complaints with regard to SEND support and provision.

Other relevant information and documents:

The Designated Safeguarding Lead (DSL) in our school is Hannah Pallôt.

The Deputy Designated Safeguarding Lead (Deputy DSL) is Rachel Heffer.

The Designated Children in Care person is Hannah Pallôt.

The Local Authority's Offer can be found at

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

Our Accessibility Plan can be found on our website.

A copy of our School Improvement Plan can be obtained from the school office. A summary of the School Improvement priority areas can be found on our school website.

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

Details about our curriculum, including about how it is made accessible to children with SEND, is outlined in our School Offer.

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 on 20th July 2021.