



SEND Information Report

Name of SENCo: Emma Rayner

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Name of SEND Governor: Laura Murgatroyd

School Offer link: https://www.garras.cornwall.sch.uk/website/school_offer/56785

OR

https://www.supportincornwall.org.uk/kb5/cornwall/directory/service.page?id=sCp_65DPO5U&newlocalofferchannel=0

Due to the small number of children identified within each year group on the SEN Record of Need, we are unable to report attainment and progress data where it might identify an individual pupil.

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. 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 SEN, to engage with all aspects of school life. This accounts for all types of learner and whole school topic themes inspire and enthuse the learning.
- 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.
- We promote equality of opportunity of all pupils through our PSHE sessions, School Council and within our Virtues in Education to ensure that pupils with disabilities are not treated less favourably than others.

Accessibility for Disabled Pupils:

The school plans, over time, to develop the accessibility of provision for all pupils, staff and visitors to the school (see the school accessibility plan on the school website). The main priorities in the school's accessibility plan are in the following areas:

- Increasing the extent to which disabled pupils can participate in the school curriculum
- Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.
- Improving the delivery of information to disabled pupils, staff, parents and visitors of information that is provided in writing for pupils and adults who are not disabled.

For all admission information regarding pupils with SEND, refer to the Crofty Multi Academy Trust Admissions policy which can be found on the school website.



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 half termly data- focussing on both attainment and progress.
 - Identification of children requiring SEND support and implementation of “assess, plan, do, review” cycle as required.
 - 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. Also parental concerns monitored in school.
- Class teacher refers to SENCO – discussion and observations referred to.
- Ongoing curriculum assessments.
- Tracking progress using data and also using pupil individual trackers within school.
- Discussions with the educational psychologists.
- 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.

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.
Parent’s evenings	Teachers, parents and pupils	Termly
Assess, Plan, Do, Review meetings	All stakeholders at different levels of assessment	Teaching staff – continually reviewing. Formally: termly
Pupil Conferencing	Teachers and head teacher with pupils	Termly
Parent and Pupil Questionnaires	Parents and Pupils	Annually
Anonymous worries box	Pupils	As needed
School forum	Parents, carers, members of the wider community, staff, pupils.	Termly



The Assess, Plan, Do, Review Cycle:

For children on our Record of Need, an Assess, Plan, Do, Review cycle is established by the class teachers and SENCo 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; residential trips to support independence; Emotional well-being sessions; forest school; Virtues Project.
- Cognition and Learning- Assessments by educational psychologist; pre-teaching; SATs support group; specialist resources; Athletics; MathsWhizz; phonics interventions; handwriting interventions; reading interventions; maths interventions; Times Table Rock Stars; Reading Egg/Eggspress; additional transition sessions.
- Social, Emotional and Mental Health – Educational psychologist guidance; Emotional well-being sessions; PSHE sessions; TIS sessions; CLEAR sessions.
- Sensory and/or Physical Needs – Practical tasks to refine fine motor skills; occupational therapists; dietician; Fun Fit sessions.

This is in addition to specific TA support.

During the 2022/2023 academic year, we had 4 children receiving SEND Support and 4 pupils with an Education Health Care Plan.

We monitor the quality of this provision by:

- Continually updating individual trackers
- Reviewing of IPMs
- Analysis of data –termly and annually
- SENCo observations/pop- ins to classrooms
- Records of interventions kept to support review and analysis of progress
- Observations of interventions
- Designated time in staff meetings to review and discuss pupils
- Discussions between staff and SENCo
- Pupil progress meetings- termly
- Annual review meetings for EHCP pupils

We measure the impact of this provision by:

- Analysing pupil progress and attainment
- Parental feedback/discussions
- Pupil dialogue and changes in behaviour/communication
- Intervention progress monitored
- 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 the following roles:

- Responsible for the delivery of specific group interventions.
- Responsible for the delivery of individual learning plans (e.g. speech and language targeted activities).
- Individual support as a scribe during longer pieces of writing.
- Readers where appropriate in lessons.
- Group support in lessons.
- Pastoral support (TIS).
- One to one support during lessons.

We monitor the quality and impact of this support by:

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

Distribution of Funds for SEND

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

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

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>
SENCo network meetings	Emma Rayner	Spring and summer term
Supporting ASD workshop	Emma Rayner	February 2023
Somerset Literacy Network meetings	Allison Bird	Termly throughout year
Team Teach	Sophie Anthony, Tom Price	(Tom Price) October 2022 (Sophie Anthony) June 2023

See Pat Nicholas for more information.

Partnerships with other schools and how we manage transitions:

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

- Transition sessions for Pre-school/EYFS
- Pupils offered extra transition opportunities, depending on need (Pre-school/EYFS)
- All pupils had transition time in their new class one morning a week, for at least 4 weeks in the summer term
- Transition days for Y6 with secondary schools



- Pupils attended additional school transition sessions with secondary school
- Y6 pupils receive visits from head of Y7
- Classroom transitions

This year no children requiring SEND support came to us from our pre-school. We had four children with a Statement of Special Educational Need. There were 2 child on our Record of Need in 2022/2023 who moved to secondary school.

Parents are included in this process through meetings with new 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 Raising Attainment Plan and School Strategic Plan. These can be found on our website.

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 is James Sturges

The Deputy Designated Safeguarding Lead is Emma Rayner

The Designated Children in Care person in our school is James Sturges

The Local Authority's Offer can be found at www.cornwallfisdirectory.org.uk or at www.supportincornwall.org.uk/localoffer

Our Accessibility Plan can be found on our website.

The School Raising Attainment 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.

Crofty Multi Academy Trust Admissions policy can be found on the school website.

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