

SEND Annual Information Report



St Mary's C of E School

"DON'T LET ANYONE LOOK DOWN ON YOU
BECAUSE YOU ARE YOUNG. BE AN EXAMPLE TO
ALL BELIEVERS IN WHAT YOU SAY, IN THE WAY
YOU LIVE, IN YOUR LOVE, YOUR FAITH AND YOUR PURITY."
1 TIMOTHY 4:12

THE SUNRISE CURRICULUM

Approved by:	Full Governing Board on
Next Review Due By:	September 2023

Name of SENCo: Mrs Anna Spencer **Dedicated time weekly:** 3 days

Contact email: aspencer@st-marys-truro.cornwall.sch.uk

Contact Phone Number: 01872 276689

Name of SEND Governor: TBC

[School Offer link](#)

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.
- Please refer to our Teaching and Learning Policy for more details.

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 addressing their short-term barriers to learning; monitoring and tracking their progress.
- Identification of children whose needs are additional and different and who require SEND Support; placement on the School's Record of Need; initiation of "assess, plan, do, review" cycle.
- Consideration of application for Education, Health and Care Plan.
- All children/young people identified as requiring SEND 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
- Ongoing curriculum 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 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 listened to the views of children/young people and their parents:

<u>What</u>	<u>Who</u>	<u>When</u>
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Author of Report:

Date of report:

Informal Discussions	SENCO; teachers; TAs; Headteacher; SEND Governor; all pupils	Continual throughout the year
Seesaw posts	Class teachers; Headteacher; TAs; parents; pupils	Continual throughout the year
Parents' Evenings/Reports	Class teachers; Headteacher; parents; pupils	Termly
Home-School Book (for individual pupils)	Teachers; TAs; parents	Daily
Assess, Plan, Do, Review (APDR) meetings	SENCO; class teachers; parents; pupils on School Record of Need	Termly
Team Around the Child (TAC) /Family Meetings	Individual pupils and their parents; class teachers; TAs; SENCO; Headteacher; external professionals involved with the child and family	Approximately every 6 weeks
School council	Representatives from all Class	Half termly
RE Leaders	Representatives from Y4-Y6	Half termly
Pupil voice	Governors, Class Teachers; Headteacher; pupils	Continual throughout the year
Questionnaires/ surveys	All pupils and parents	Annually
Telephone and/or virtual communications	SENCO; Headteacher; class teacher; TAs; parents; external professionals involved with the child and family	When required

The Assess, Plan, Do, Review Cycle:

For children/young people on our Record of Need, an Assess, Plan, Do, Review cycle is established by the SENCO in partnership with the child, their parents and the class teacher. Please see our SEND Policy for further details.

In the period between September 2021 and September 2022, provisions made for children on our Record of Need has included:

- Communication and Interaction:
 - Speech and Language 1:1 and/or small group intervention
 - Worked closely with the Autism Team
 - Worked closely with our educational psychologist
 - Teacher of the deaf intervention
 - NELI programme (Nuffield Early language intervention)
 - Individual Provision Map
 - Forest school small group sessions
 - Social Stories
 - Task boards
 - Makaton

- Now and Next boards
 - Targeted additional adult support
 - Stay and play and Breakfast club
 - Small group social skills sessions
 - ICT programs/ apps to support language
 - Lego Therapy
 - TIS Sessions 1:1 and/or small group interventions
 - Objects of reference
 - Pre-teach vocabulary sessions
 - Engagement curriculum
 - Draw and talk sessions
 - Workstations
 - Shape coding
- Cognition and Learning:
 - Focus groups and 1:1 interventions in all areas of English and maths
 - National tutoring programme interventions for reading and maths
 - Targeted additional adult support
 - Pre-learning
 - Precision teaching intervention
 - Phonics catch-up intervention
 - ICT programmes to support learning e.g., Clicker, touch typing
 - Dyslexia friendly strategies e.g., coloured overlays
 - Additional planning and arrangements for transition
 - Readers
 - Scribes
 - Engagement curriculum
 - Worked closely with cognition and learning team
 - Worked closely with our educational psychologist
 - Task boards
 - Teaching assistant support provided in afternoons where additional support is required
- Social, Emotional and Mental Health:
 - Social interventions e.g. Lego Therapy, group games sessions
 - Group forest school sessions
 - Children have trusted adults to meet and greet them in the mornings
 - Social stories
 - Support at playtime where appropriate
 - Draw and talk
 - Group or individual TIS sessions
 - Play therapy
 - Staff use of emotional coaching strategies
 - Safe space in school
 - CAMHs support
 - Worked closely with our educational psychologist
 - Worked closely with Kernow SEMH Support Service
 - Buddy system

- Alternative lunchtime provision
- Emotional coaching strategies
- Sensory and/or Physical Needs:
 - Individual laptop, tablet for recording
 - Provision of specialist equipment – ICT, sloping board, grips, sticky mats, special cushion etc
 - Sensory aids- chewelry, fidgets, tent, weighted blanket, ear defenders
 - Sensory breaks
 - Calm areas
 - Physio sessions
 - OT interventions
 - OT support
 - Worked closely with physical and medical needs team
 - Worked closely with the school nurse
 - Fine motor skills program
 - Gross motor skills program
 - Small forest school interventions
 - Individual risk assessment
 - Individual intimate care plan
 - Individual manual handling plan
 - Classroom access
 - Staff trained in supporting children with specialist communication aids e.g., hearing system/ radio hearing aids
 - Staff trained with supporting children with specialist mobility aids e.g., walker, wheelchair, splints

During the 2021/2022 academic year, 34 children (16.1%) were on the school record of need. This comprised of 26 children receiving SEN Support (12.3%) and 8 children with Education, Health and Care Plans (3.7%). The figures for number of children on the record of need and children receiving SEN support are above the National Average. We are in line with the National Average for children with Education, Health and Care Plans.

We monitored the quality of SEND provision by drop- in observations, book looks, pupil conferencing and pupil progress meetings.

We measured the impact of provision by quantitative assessment and ongoing qualitative assessment.

Support Staff Deployment:

Support staff were deployed in a number of roles:

- Support in Classroom
- 1 : 1 Provision
- Small group intervention
- Forest schoolteacher
- Playground support
- Lunchtime support
- Supporting at Afterschool Clubs

- Running Afterschool Clubs
- Breakfast Club
- PPA Cover (HLTAs and teachers)
- First Aid
- Support for medical needs: Diabetes, asthma

We monitored the quality and impact of this support by lesson observations, book looks, intervention records, pupil progress meetings and pupil conferencing.

Distribution of Funds for SEND:

SEND funding was allocated in the following ways:

- Support staff
- External Services (See School Offer)
- Teaching and Learning resources
- Well-Being Provision
- Staff training
- Specific SEND resources e.g. sensory items
- Individual provision

Continuing Development of Staff Skills:

<u>Area of Knowledge/Skill</u>	<u>Staff Member</u>	<u>Training Received from</u>
Every Leader a leader of SEN	Leadership team	Cornwall County Council and Whole School SEND
SEN Code of Practice	All teaching staff	SENCO
Tackling disadvantage through high-quality teaching	SENCO	OneCornwall
NELI program	1xTA	Nuffield
Diabetes training	TA, class teacher and office staff	Diabetes nurse
Keeping children safe in education- safeguarding training	Headteacher, teachers, HLTAs, TAs and governors	Deputy Head
Primary area of need	TAs and HLTAs	SENCO
Tier 2 safeguarding training	Headteacher, teachers, HLTAs, TAs and governors	Deputy Head
Subject specific strategies for supporting SEN pupils	Headteacher, teachers	SENCO
Draw and talk training	Headteacher, teachers, HLTAs, TAs.	Educational psychologist- Charlotte Burrell
Managing behavioural needs training	HLTAs, TAs and teachers	Kernow SEMH Support Services: Penny Hermes
Autism and PDA training	Headteacher, teachers, HLTAs, TAs.	Autism Team- Victoria Brewer
Meeting children's sensory needs	Head teacher, Teachers, HLTAs and TAs	Nikki White (Private Occupational Therapist)
Vocabulary training	Teachers, HLTAs and TAs	Tessa Welsh- Speech and language therapist

Author of Report:

Date of report:

Prevent training	Head teacher, Teachers, HLTAs and TAs	Steve Rowell
Phonics training	SENCO, Teachers, HLTAs and TAs	School Phonics lead- Miss Shelton
Meeting SEND statutory requirements and preparing for OFSTED	SENCO	SEN Services South West- Sue Plechowicz and Tracey Foster
Aspects of SEN	Teachers, HLTAs and TAs	Virtual webinars, one to one PD in supporting learning in SEN children, provided by SENCO
SENCo Network training (termly)	SENCO	Cognition and learning team
SEND surgeries (termly)	SENCO	Cornwall County Council
Area Disadvantage and SEN Truro meeting	Leadership team	Cornwall County Council
SENCO cluster meetings	SENCO	Educational psychology team
SEN Group panel meetings	SENCO	CAPH
Fun Fit training	2x TAs	Occupational therapy team
WRAPs training	Deputy Head, SENCO	Occupational therapy team
SEN twilight webinar	SENCO	EEF
Dyslexia friendly classroom	1x teacher	Cognition and learning team
Oracy programme	SENCO	OneCornwall
Read, Write, Inc training	Leadership team and English leads	RWI
Meeting pupil's individual needs	SENCO, Teachers, HLTAs and TAs	Training led by external agencies: educational psychologist, speech and language therapist, physical and medical needs service, Teacher of the deaf, physio, Occupational psychologist, cognition and learning team.

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

Partnerships with other schools and how we manage transitions:

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

- Transition to Secondary Schools (Richard Lander School, Penair School)
- Transition into Reception Class from Truro Nursery School and other Independent Nurseries

This year, 4 children requiring SEN support and 2 children with Education, Health and Care Plans transitioned from nurseries; 1 child with an Education, Health and Care Plan and 2 children requiring SEN support in 2022 moved onto Secondary schools.

transition days this year. However, we ensured the transition from Nursery to Reception was smooth by holding our transition day, stay and play sessions after school, Teddy bears picnic, tours, introduction to reception class session for parents and regular communications between relevant school staff, the feeder pre-schools, nurseries and parents. Regular communication and virtual tours of the classroom between school staff, parents and children on Seesaw. School staff attended EHCP reviews and transition meetings for 2 children who attended local nursery schools and transitioned into our Reception class in 2021.

For all year groups, we held a transition day and the relevant school staff met to share information regarding all individual pupils during the summer term. Teachers communicated with their new class via the Seesaw app and completed a one-page profile so the children could learn about their interests.

The transition of year 6 to secondary schools was supported through the sharing of information between the SENCOs, relevant teaching staff and parents during transition meetings and EHCP reviews. Children were included in this process wherever possible. Children also attended transition days.

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 Plan.

Our complaints procedure:

Anyone wishing to make a complaint with regard to SEN support and provision should contact our SENCO, Anna Spencer or the Head teacher in the first instance.

If unsatisfied with the outcome, contact should be made with the SEN Governor.

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

Other relevant information and documents:

The Designated Safeguarding Lead in our school is Nicola Bray (Head teacher).

The Designated Children in Care person in our school is Nicola Bray (Head teacher).

The Local Authority's Offer can be found at [Family Information Service | Care and Support in Cornwall](#)

Our Accessibility Plan can be found on our website.

The School Development 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.

Details about our curriculum, including how it is made accessible to children/young people with SEND can be viewed from the link on our website.

Details of how we keep children/young people safe can be found in our Safeguarding Policy which can be viewed on the school website.

Our SEND Policy, School Offer and Annual SEN Information Report have been written in accordance with the Disability Discrimination Act 1995, the Equality Act 2010 and the Children and Families Act 2014.

Report Author: Mrs Anna Spencer, SENCO

Date: 22/09/2022

Author of Report:

Date of report: