



SEND Information Report – September 2022

Name of SENCo: Judith Green

Dedicated time weekly: 1 day

Contact email: jgreen@landewednack.cornwall.sch.uk Contact Phone Number: 01326 290613

Name of SEND Governor: Nicky Johnson

School Offer link: https://www.grade-ruan.cornwall.sch.uk/website/local_offer_and_school_offer/575037

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 SEN, 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
- ✓ Identification of individuals who require support to catch up; addressing their short term barriers to learning; monitoring and tracking their progress.
- ✓ Identification of children whose needs are additional and different and who require SEN 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 SEN Support, or with an Education, Health and Care Plan (EHCP) are on our Record of Need.

How we identify children/young people that need additional or different provision:

- ✓ Class teacher refers concerns to SENCo
- ✓ Ongoing curriculum assessments
- ✓ Half-termly tracking progress using data
- ✓ Further assessments by SENCo and, where appropriate, by external agencies

We take a holistic approach by considering 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. Our measures to prevent bullying can be seen in our Anti-bullying policy. Our measures to keep all children safe, including children with SEND, 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 | All pupils | Daily |
| Parents' Evenings/Reports | All pupils | Twice a year |
| Home-School Book | Individual children | Daily |
| Assess, Plan, Do, Review meetings | Pupils on School Record of Need | Termly |
| Team Around the Child/Family Meetings | Individual pupils | At least Half Termly |
| Personal Education Plan Meetings (PEP) | Individual pupils | Termly |
| School Council | Representatives from all Classes | Half termly |
| Questionnaires | All pupils and parents | Annually |
| Head teacher Forum Meetings | All parents | Half termly |
| Continual contact via Class Dojo/Google Classroom | All parents and all staff | Daily |

The Assess/Plan/Do/Review Cycle:

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

This year, provisions made for children on our Record of Need has included:

- ✓ Communication and Interaction :
 - Speech and Language 1:1 and/or small Group Intervention
 - Social Stories
 - PECs and Visual support
 - Traffic Lights
 - Now & Next boards
 - Spot Timers

- ✓ Cognition and Learning :
 - Focus group Interventions in all areas of Literacy and Numeracy
 - Visual Timetables
 - Working Memory Intervention
 - Phonological Awareness Intervention - OSMO
 - Additional thinking time
 - Dyslexia coloured overlays
 - Catch-Up groups within school time

- ✓ Social, Emotional and Mental Health :
 - Individual sessions in school, either work related or emotional, for any child requiring support
 - Opportunities for 1:1 chats in school with parents if and when required
 - THRIVE sessions
 - SONGFEST – singing experience day
 - Buddies
 - Trusted Adult
 - Access to Sensory Room
 - Access to Forest School

- ✓ Sensory and/or Physical Needs :
 - Individual Laptop/iPad for recording
 - Specialised equipment

- Personalised Sensory Diet
- Sensory aids eg chews, fidgets,
- Weighted blanket and dog

During the 2021-2022 academic year, 23% of our children were highlighted as having a SEN, and one child has an Education, Health and Care Plan.

The children were fully supported as we transitioned back to full time education at school after the disruption of the pandemic. We worked hard to accelerate progress and fill any gaps that had occurred during the disrupted period.

With our Year 6 SAT's, the children identified as having a SEN achieved an 66% Pass rate with 11% gaining Greater Depth.

Within our other year groups, all children identified as having a SEN achieved expected or good progress, with 50% making accelerated progress.

We welcomed a child in Year 4 from Ukraine in April, who is staying with his family locally. We are working hard to support him with learning our language and accessing the curriculum. We quickly purchased a Ukranian computer keyboard overlay which has enabled him to access some written work. We are also funding 1:1 support for him for the mornings.

Support Staff Deployment:

Support staff were deployed in a number of roles:

- ✓ Support in Classroom
- ✓ 1 : 1 Provision
- ✓ Small group intervention
- ✓ Playground support
- ✓ Lunchtime support
- ✓ PPA Cover (HLTAs)
- ✓ First Aid
- ✓ Support for medical needs: care plan

We monitored the quality and impact of this support by Observations; Book Scrutiny; Pupil Conferencing.; Learning Walks

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 In SEN:

| Area of Knowledge/Skill | Staff Member | Training Received |
|--|---------------------|--------------------------|
| Lending your thinking brain | J.Green | THRIVE online |
| Right here, right now | J.Green | THRIVE online |
| Implementing the SEND code of practice | J.Green | Online |
| Mental wellbeing in children | K.Conway-Jones | Online |
| Adverse Childhood Experiences (ACE's) | K.Conway-Jones | Online |
| Use of reasonable force in schools | J.Talbot | Online |
| Raising awareness of LGBT | J.Talbot | Online |

We monitored the impact of 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, mainly Mullion but also Helston.
- ✔ Transition into Grade-Ruan Under 5's from home.
- ✔ Transition into Reception Class from Independent Nurseries and Grade-Ruan nursery here in the village.
- ✔ Transition into Grade-Ruan School from other mainstream schools.

Our usual Transition sessions; from Grade-Ruan Under 5's to school, one class to another, and the year 6 to Secondary, were up and running again, with at least two visits to each setting. We liaise closely as a staff and had meetings to discuss our children who were moving classes. We also liaise closely with the secondary school in the summer term, making sure relevant information is passed between each SENCo and schools.

The SENCo meets with the SENCo of other schools when required to discuss the children moving between schools. The SENCo also tries to meet other SENCos to have work discussions whenever possible, within the MAT and outside. Network meetings are still not officially running.

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. This can be found on the school website.

Our complaints procedure:

Anyone wishing to make a complaint with regard to SEN support and provision should contact the SENCo, Judith Green in the first instance. If unsatisfied with the outcome, contact should be made with the Headteacher or SEN Governor.

This year we received no formal complaints with regard to SEN support and provision.

Other relevant information and documents:

The Designated Safeguarding Lead in our school for 2021/22 was Jane Talbot

The Designated teacher for Looked-After Children in our school 2021/22 was Jane Talbot

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

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.

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.

This SEND Information Report was approved by the SEND Governor on 26th September 2022.