



Name of SENCo: Mrs Frances Lobban

Dedicated time weekly: 3 days Monday to Wednesday

Contact email: fran.lobban@st-johns.cornwall.sch.uk Contact Phone Number: 01209 713944

Name of SEN Governor: Mrs Sarah Belshaw

School Offer link: See school website

Whole School Approach to Teaching and Learning:

- High Quality Teaching and Learning – All teachers are SEND teachers: they are responsible for the learning and progress of every child in their class, including those with SEN.
- An aspirational, inclusive, differentiated and personalised approach to enable all learners, including those with SEN, to engage with all aspects of school life.
- Refer to Teaching and Learning Policy

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:
 - regular check ins for understanding, leading to more formal assessments in upper KS2
 - Multi-agency reports
 - On-going teacher assessment
 - regular assessment of interventions
 - Termly target setting (PMs: Provision Maps)
 - Informal and timed observations
- Clarifying contextual gaps in learning or SEND
- Identification of children to add to Alert register for interventions to close the gap
- Identification of children/young people requiring SEN Support and initiation of “assess, plan, do, review” cycle.
- Identification of barriers to learning
- 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 (or statement) are on our Record of Need (Priority record of Need)

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

- Class teacher identifies gaps in learning
- Class teacher provides learning opportunities to close the gaps
- If gaps in learning appear not to be closing, class teacher refers to SENCO
 - when pupil fails to make progress within a differentiated universal, quality first teaching provision and continues to do so
 - When pupil attainment fails to meet age-related expectations and continues to do

- When a pupil's behaviour is cause for concern
 - SEND referral baseline checklist referred to
 - Ongoing curriculum check ins
 - 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 SEN, 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	Teacher, support staff, SENCo, parents, pupils	As required, or at least termly
Parents' Evenings	Teacher	Twice a year (optional third), Termly for EYFS
Home-School Book	Support staff, parents, teacher	As required
Graduated Response Review meetings	Teacher, pupil and parent	Termly or half termly is required
End of year (summative reports	Teachers, parents	annually

The Assess, Plan, Do, Review Cycle:

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

This year, provision made for children/young people on our Record of SEN Support has been:

(NB: numbers from end of summer term 2020 Records)

- Communication and Interaction – (SALT and ASD) 7 pupils
- Cognition and Learning – 16 pupils
- Social, Emotional and Mental Health –11 pupils
- Sensory and/or Physical Needs –6 pupils
- Information (eg areas of need within the school, links to school nurse and SENDiass) available on the school website

During the 2019/2020 academic year, we had

23 Children/young people receiving SEN Support (14%)

5 children/young people with Education, Health and Care Plans (3%)

(NB: numbers from end of summer term 2020 Records)

We monitor the quality of this provision by:

- Annual reviews
- Lesson observations
- Learning walks
- Pupil progress meetings
- Book scrutiny
- Shared staff meetings – provision map and IEP writing
- CAST (academy) monitoring visit

- working with other agencies

- CPD

We measure the impact of this provision quantitatively by

- work towards termly targets (Assess, plan, do, review)
- progress within NC or P scales and EYFS outcomes
- Attainment
- Tracking system
- Intervention impact and review

We measure the impact of this provision qualitatively by

- Pupil conferencing (formally and informally)
- Pupil social interactions in and around the school (lessons and unstructured time)
- attendance
- Referral SEND baseline checklist
- TIS assessment

- Boxall profile

Support Staff Deployment:

Support staff are deployed in a number of roles:

- 1:1 LSA support/ intervention
- Small group support/ intervention
- Pastoral support/ intervention
- Play time and lunch time support (turn taking, positive social interactions, gross and fine motor,)/ intervention
- Medical support
- PPA and some supply cover
- Fun fit
- After school clubs (voluntary)
- Leading and supporting attendance improvement programme

We monitor the quality and impact of this support by

- work towards termly targets (Assess, plan, do, review)

- progress within NC or P scales and EYFS outcomes
- Progress within EHCP/ provision mapping targets and outcomes
- Attainment
- Tracking grids
- Intervention impact and review
- Pupil conferencing (formally and informally)
- Pupil social interactions in and around the school (lessons and unstructured time)
- Improved attendance
- Performance management

Distribution of Funds for SEN:

SEN budget was allocated in the following ways:

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

Continuing Development of Staff Skills:

CPD	Venue/ led by	Audience	Impact
Equality and Diversity (safeguarding)	N Teixeira	Whole staff	Equality Act 2010 Inclusion of all pupils – classroom practice: equal opportunities – protection against discrimination, regardless of difference Curriculum – how diverse is our curriculum? 6 protected characteristics (1.9)
TIS	TIS	Whole staff	Understanding how early childhood trauma affects emotional development, and how to develop effective strategies to support pupils with social and emotional difficulties in order to support and maximise their learning potential.
Supporting independent learning	Cognition and Learning team	2x LSA	LSAs gain an understanding of cognition and learning needs and become facilitators of independent learning. LSA's will learn about the nature of cognition and learning needs, explore the importance of independent learning and introduce strategies and resources that TAs can use to facilitate independent learning.
Assessment to inform provision	Cognition and Learning team	SENCo	SENCo will understand the difficulties that contribute to cognition and learning needs and be able to use a range of SEND assessments (e.g. Dyslexia Screening Test) to inform the provision they make for children with low level, high incidence need . SENCO will explore the nature of

			cognition and learning needs, a range of assessments that schools can use to identify need and how assessments can be used to meet needs and ensure inclusion
SEND strategy meeting	CAST	SENCo	SENCo contribute to the development of a SEN/ disability strategy for CAST
Safeguarding - CSA	NHS – safeguarding children’s team	SENCo	Knowledge Spa, RCH

We monitor the impact of this training by

- work towards termly targets (Assess, plan, do, review)
- progress within NC or P scales and EYFS outcomes
- Attainment
- Tracking grids
- Intervention impact and review
- Pupil conferencing (formally and informally)
- Pupil social interactions in and around the school (lessons and unstructured time)
- Improved attendance
- Performance management
- Behaviour of pupils

Partnerships with other schools and how we manage transitions:

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

- Cluster SENCO network meetings
- Invited local schools to training
- Transition processes with secondary schools
- Invited SENCo of secondary school to AR
- Supported SENCo with transition SEN review for ex-pupil

Mid- year admissions: 2020/21

6 children requiring SEN Support came to us from other schools,

1 child with Education, Health and Care Plan came to us from other schools,

End of year Transition: 2020/21

4 children/young people on our Record of Need made a successful move to secondary school.

1 child/ pupil with ECH plan made a successful move to secondary school (0 to a special school placement)



We ensure that the transition from Nursery to Reception is smooth by transition events in our setting, and visits by the EYFS teacher to nursery setting.

We support the transition from Reception to Year 1 by end of summer shared EYFS/Y1 sessions, leading into NC. Pupils meet the teacher afternoon, and parents meet the teacher session.

We help children to make the move from subsequent year groups by Pupil meet the teacher afternoon, and parents meet the teacher session.

The transition from year 6 to secondary school is supported through transition days, transition programme, sharing of SEN records.

For children/young people with SEN, we also facilitate additional transition events.

Parents are included in this process through thorough communication of all transition events.

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 SEN Development/Action Plan. This can be found via request from Head teacher.

Our complaints procedure:

Anyone wishing to make a complaint with regard to SEN support and provision should in the first instance, please speak to the SENCo. If you have further concerns, please refer to our complaints policy which can be found on our website.

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

Other relevant information and documents:

The Designated Safeguarding Lead in our school is the head teacher, Miss Teixeira, and Deputy Safeguarding lead is the deputy head teacher/ SENCo Mrs Lobban.

The Designated Children in Care person in our school is head teacher, Miss Teixeira.

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

Our Accessibility Plan can be found on our website. This is also referenced within the SEN policy.

The School Development plan can be viewed on request to the Head teacher.

Our SEN Policy and School Offer (our contribution to the Local Offer) can be accessed via the links on our website. Or using this link: www.supportincornwall.org.uk/localoffer

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



Our SEN 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 SEN Information Report in July 2021.