

Name of SENCo: Mrs Frances Lobban

Dedicated time weekly: 2.5 days

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Name of SEN Governor: Mr Charles West

School Offer link: See school website <https://www.st-johns.cornwall.sch.uk/inclusion>

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 and Rosenshine's 10 principles of teaching

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 learning checks for understanding, leading to more formal assessments in upper KS2
 - national assessments (Phonics screening Y1, KS1 and KS2 SATs, Y4 MTC)
 - 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)

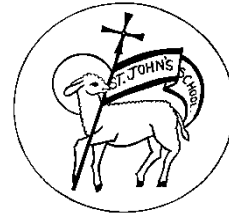
How we identify children/young people that need additional or different provision:

- 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 and child may be added to SEN Support register
 - 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 so
 - When a pupil's behaviour is cause for concern
- Child may be added to SEN Support register, and Provision Map initiated
- SEND referral baseline checklist referred to
- Ongoing curriculum learning checks
- Tracking progress using data
- Referrals to specialists/ external agencies and more specialist assessment process

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/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, including school messaging service (dojo)	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 2025 Records)

- Communication and Interaction – (SLCN) 10 pupils
- Cognition and Learning – (MLD) 23 pupils
- Social, Emotional and Mental Health –(SEMH) 30 pupils
- Sensory/ Physical - (Ph/M) 1 pupil
- Information (eg areas of need within the school, links to school nurse and SENDiass) available on the school website.

During the 2024/2025 academic year, we had

56 Children/young people receiving SEN Support K

6 children/young people with Education, Health and Care Plans

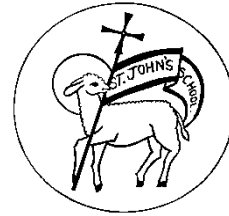
6 children with EHCNA in process

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 engagement model and EYFS outcomes
- Attainment
- Tracking system (INSIGHT)
- 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)
- Supporting attendance improvement programme

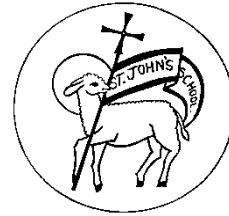
We monitor the quality and impact of this support by

- work towards termly targets (Assess, plan, do, review)
- progress within NC or engagement model 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:

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

- Support staff
- External Services (See School Offer);
- Teaching and Learning resources;
- Staff training for teachers and support staff;
- Enrichment resources and subscriptions.



Partnerships with other schools and how we manage transitions:

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

- SENCO network meetings
- CAST SENCo meetings
- CAPH SEND meetings
- Combined school SEND training
- Transition processes with secondary schools
- Invited SENCo of secondary school to SEN Review

End of year Transition: 2024/25

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

0 children/ pupils with ECH plan made a successful move to secondary school (0 to a special school placement)

0 child/ pupil with EHC plan pending 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 to nurseries by EYFS staff and - when appropriate - SENDCo

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 and conversation about SEN pupil between Y6 teacher and secondary school SENDCO.

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

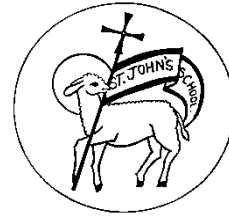
For children with anxieties about transition, transition sessions with peer mentors at CSIA have been arranged.

Transition support sessions with MHST for all Y6.

SENDCo end of year meetings with new teachers of children at SEN Support/ with an EHCP

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 deputy headteacher Mrs N Armstrong. Deputy Safeguarding lead is the head teacher Miss Teixeira. (this arrangement has been made since the Head teacher is now executive head of 2 schools and not in school full time.

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 Summer 2025.