

# 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 2022

**Name of SENCo:** Mrs Anna Spencer      **Dedicated time weekly:** 1 afternoon

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**Contact Phone Number:** 01872 276689

**Name of SEND Governor:** Mrs Penny Francis

[School Offer link](#)

**During the Covid-19 pandemic we kept our children with SEND safe by:**

- Social distancing measures including ....
  - Class bubbles
  - Staggered starts
  - Staggered lunchtime
  - Staggered breaks/playtimes
  
- All adults and visiting professionals wearing masks in the school building
- Self-testing twice weekly for all staff
- Virtual meetings whenever possible
- Face-to-face teaching for vulnerable pupils
- Virtual personalised teaching programme for pupils self-isolating: pre-recorded lessons, live reading sessions and group wellbeing sessions
- Teachers held 1:1 support sessions for individual pupils who were self-isolating
- Regular communication with all SEND pupils and their parents via Seesaw and phone conversations once a week
- Wellbeing week was held for the first week after Lockdown, so children had opportunities to interact socially with their peers, feel safe at school, ease back into school routine and feel emotionally ready to learn

**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.

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- 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:**

<b><u>What</u></b>	<b><u>Who</u></b>	<b><u>When</u></b>
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
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

NB During the COVID-19 Pandemic, all APDR / TAC meetings and Parent Evenings have been held virtually.

### **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 2020 and September 2021, 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
  - 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
  - **Virtual live weekly catch-up sessions for all pupils during COVID lockdown**
  - **Live learning support sessions for all pupils during COVID lockdown**
  - **Individualised pre-recorded lessons to support pupils during COVID lockdown**
  
- **Cognition and Learning:**
  - **Learning packs were provided for all pupils during COVID lockdown**
  - **Tablets and laptops were provided for some pupils during COVID lockdown to access learning**
  - **Live learning support sessions for all pupils during COVID lockdown**
  - **Live reading sessions for all pupils during COVID lockdown**
  - **Weekly phone calls to all pupils with an EHCP during COVID lockdown to check they could access learning and were meeting targets on the EHCP**
  - **Lockdown school learning and support for vulnerable pupils and those keyworkers**
  - Focus groups and 1:1 interventions in all areas of English and maths
  - National tutoring programme interventions for reading
  - 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
  
- Social, Emotional and Mental Health:
  - **Wellbeing week for all children when they came back from COVID lockdown**
  - **Virtual live weekly catch-up sessions for all pupils during COVID lockdown**
  - **Individualised audio or written marking messages for the work children submitted during COVID lockdown**
  - 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
  
- Sensory and/or Physical Needs:
  - **Tablets and laptops were provided for some pupils during COVID lockdown to access learning**
  - 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
  - Physio sessions
  - OT interventions
  - OT support
  - 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 2020/2021 academic year, 23 children (10.8%) were on the school record of need. This comprised of 15 children receiving SEN Support (7.54%) and 8 children with Education, Health and Care Plans (3.3%). All these figures are below the National Average.

Of those pupils on our Record of Need a total of 7 Children with EHCPs, and 8 on SEN Support continued to attend school throughout the Covid-pandemic restrictions.

1 children with EHCPs and 8 children on SEN Support were isolating at home throughout the Covid-pandemic restrictions.

We supported those isolating at home by:

- Weekly check-in phone calls
- Learning packs
- Tablets and laptops were provided for some pupils during COVID lockdown to access learning
- Live learning support
- Live reading sessions
- Bespoke learning packs were provided for pupils who have an individualised curriculum

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

We monitored the quality of SEND virtual provision by weekly check-in phone calls, pupils submitted work to Seesaw and pupil conferencing.

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
- Virtual support
- 1 : 1 Provision
- Small group intervention
- Forest school teacher
- 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.

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### **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:**

<b><u>Area of Knowledge/Skill</u></b>	<b><u>Staff Member</u></b>	<b><u>Training Received from</u></b>
SEN Code of Practice	All teaching staff	SENCO
NELI program	1xTA	Nuffield
Metacognition and effective learning	All teaching staff	Virtual webinar provided by SENCO and deputy head.
ACE and Early Trauma	SENCO	Virtual webinar- Barnardo's
YouCan: Break the cycle of emotionally based school avoidance (school refusal)	SENCO	Virtual webinar- Creative Education: Pooky Knightsmith
Safeguarding children and young people with SEND	SENCO	Virtual training- NSPCC Learning
Principles of Effective Instruction	All teaching staff	Provided by Maths Lead
Curriculum Thinking- Mary Myatt	SENCO, head teacher, deputy head teacher and senior teacher	Cornwall teaching schools together
How to support dyslexic students through use of IT.	SENCO	EP Locality meeting
Makaton Training	Teachers, HLTAs and TAs	Cornwall County Council
Autism, mental health and exclusions course- practical tips and techniques for the classroom.	SENCO	Cornwall County Council
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 during COVID lockdown, one to one PD in supporting learning in SEN children, provided by SENCO

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

### **Partnerships with other schools and how we manage transitions:**

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

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

This year, 3 children requiring SEN support and 2 children with Education, Health and Care Plans transitioned from nurseries; 2 children with Education, Health and Care Plans and 2 children requiring SEN support in 2021 moved onto Secondary schools.

**Unfortunately, due to COVID lockdown we were not able to hold transition days this year.**

However, we ensured the transition from Nursery to Reception was smooth by 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 2020.

For all year groups, 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.

#### **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: 09/12/2021**