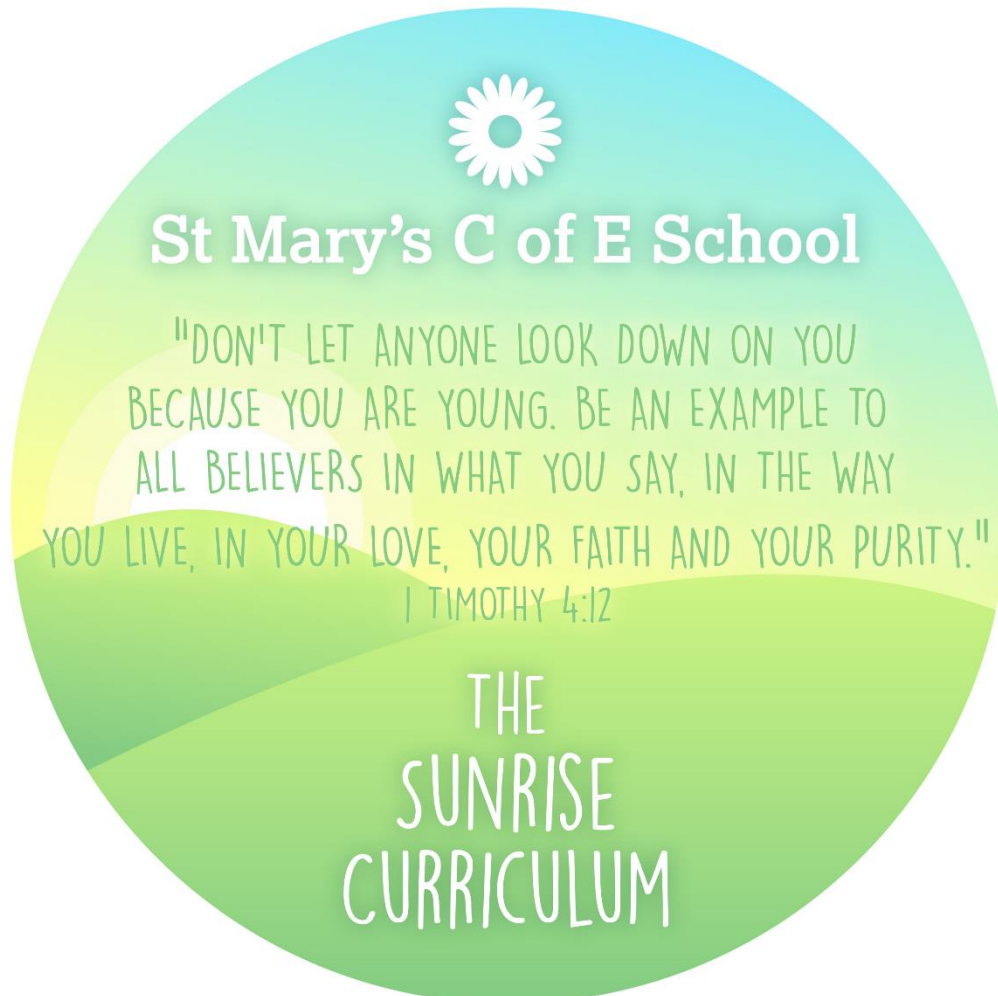


SEND Annual Information Report



Approved by:	Full Governing Board on
Next Review Due By:	September 2024

Name of SENCo: Mrs Anna Spencer **Dedicated time weekly:** 2.5 days

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

Name of Deputy SENCo: Miss Sophie Vowles **Dedicated time weekly:** 0.5 days

Contact email: svowles@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

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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>
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
Annual Reviews for children with Education and Health Care Plans.	SENCO; class teachers; parents; pupils on School Record of Need; external professionals involved with the child and family	Annually
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	When required

	involved with the child and family	
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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 2022 and September 2023, 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
 - Talk Boost intervention led by our academic mentor
 - Konnect Kidz social intervention
 - Individual Provision Map
 - Forest school small group sessions
 - Social Stories
 - Task boards
 - 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
 - Purchasing Widget to aid the use of visuals
 - Worked closely with the communication and interaction team
 - Worked closely with our speech and language therapist and private speech and language therapists
 - Worked closely with the physical and medical needs team

- **Cognition and Learning:**
 - Focus groups and 1:1 interventions in all areas of English and maths
 - National tutoring programme interventions for reading and maths
 - Morning maths tutoring sessions through White Rose Maths.
 - Morning phonics sessions delivered by academic mentor.
 - After school reading interventions.

- 1:1 fast track tutoring training for staff and delivered to lowest 20%.
- 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
- Worked closely with the physical and medical needs team
- Mastering number used across KS1
- Task boards
- Teaching assistant support provided in afternoons where additional support is required
- EAL tutoring
- Phonological awareness intervention with academic tutor
- Dyslexia intervention with academic tutor

- Social, Emotional and Mental Health:
 - Social interventions e.g. Lego Therapy, group games sessions, Konnect Kidz
 - Social skills interventions during break and lunchtimes
 - 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
 - Workstations
 - Alternative lunchtime provision
 - Cookery sessions
 - Engagement curriculum
 - Staff one page profiles sent home to aid transition
 - Emotional coaching strategies
 - Staff received PRICE training
 - Access to alternative provision: BF adventure, Imagine Outdoors, Gymnastics, Goonbell horse riding
 - Music therapy

- 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 received PRICE training
 - 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 2022/2023 academic year, 38 children (18%) were on the school record of need. This comprised of 30 children receiving SEN Support (14.2%) and 8 children with Education, Health and Care Plans (3.8%). The figures for number of children on the record of need and children receiving SEN support are above the National Average. We are just below 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, monitoring provision maps and one-page targets 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
- Academic mentor
- EAL tutoring

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, intervention manuals
- Individual provision
- Alternative provision

Continuing Development of Staff Skills:

<u>Area of Knowledge/Skill</u>	<u>Staff Member</u>	<u>Training Received from</u>
SEN Code of Practice	All teaching staff	SENCO
Widget training	All teaching staff	SENCO
Tackling disadvantage through high-quality teaching	SENCO and pupil premium lead	OneCornwall
Objects of reference	TA's	Communication and interaction team.
Shape coding	TA's	Communication and interaction team.
Powermaths training	All staff	Maths leads- Kim Rundle and Louise Stevenson.
Planning your year as SENCO	SENCo & Deputy SENCo	SEN Services South West
Successful inclusion in the reception classroom	SENCo	One Cornwall
Pupil Premium Strategy CPD Programme	SENCO & Pupil Premium Leads.	Education South West and Kingsbridge Research School
Grammarsaurus training	Teachers & SENCo	Mitch Hudson.

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Subject cluster meetings	Subject leads	Cornwall Country Council.
Requesting a statutory needs assessment	SENCo and Deputy SENCo	Cornwall County Council
Recognising learners who are anxious or depressed.	TIS Lead	SEN Services South West
Identifying learners with ADHD and ADD	SENCo Deputy SENCo	SEN Services South West
Creating SMART targets	All teaching staff	SEN Services South West
Thinking together about speech, language and communication needs and SEMH	All staff twilight training	Communication support service.
PRICE Training	All Staff	Kernow SEMH Support Service
Children working at expected standard	All teaching staff	Cornwall County Council.
RE LTRE Hub meeting	RE leaders	LTRE
DSL meetings	Designated Safeguarding Leads	TRLC
Early Identification and On Alert Training	All teaching staff	SENCo
SMART Target Update and Review	All teaching staff	SENCo & Deputy SENCo
Safeguarding Level 3	SENCo	Cornwall County Council
Attachment Training	All Staff	Educational Psychology Service
VSEND Pilot	SENCo and Deputy SENCo	Cornwall County Council.
Autism Training	Deputy SENCo	Autism Support Team.
Early Years SENCo qualification.	SENCo	Cornwall County Council.
NaSEN SENCO qualification.	Deputy SENCo	Plymouth University.
Keeping children safe in education- safeguarding training	Headteacher, teachers, HLTAs, TAs and governors	Deputy Head
Primary area of need	All Staff	SENCO

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Tier 2 safeguarding training	Headteacher, teachers, HLTAs, TAs and governors	Deputy Head
Subject specific strategies for supporting SEN pupils	Headteacher, teachers	SENCO
Prevent training	Head teacher, Teachers, HLTAs and TAs	Steve Rowell
Phonics training	SENCO, Teachers, HLTAs and TAs	English lead – Sophie Vowles Plus RWI team
RWI development days	All phonics teachers and TA's	RWI Team – Clare Souch.
1:1 fast track tutoring intervention.	All phonics training	English lead – Sophie Vowles
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/Cornwall county council.
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
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.
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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, one child with SEN support transitioned from nurseries; 6 children requiring SEN support in 2023 moved onto Secondary schools.

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 SEN transition meetings for 1 child who attended a local nursery schools and transitioned into our Reception class in 2022.

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. 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 & Sophie Vowles, Deputy SENCO

Date: 19/09/2023