



### **SEND Annual Information Report – July 2021**

Name of SENDCo: Jonathan Smith

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Name of SEND Governor: Catherine Stoate

School Offer link: available on our website <https://www.trenodeprimary.co.uk/Policies/SEND>

Dedicated time weekly: Timetabled as required

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#### **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.
- ✓ 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 who require support to make good progress.
- ✓ Identification of children requiring SEND Support and initiation of “assess, plan, do, review” cycle.
- ✓ Consideration of application for Education, Health and Care Plan.
- ✓ All children identified as requiring SEND Support, or with an Education, Health and Care Plan (or statement) are on our Record of Need.

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

- ✓ Our school works in partnership with parents and carers.
- ✓ The parents/carers of all pupils are invited to attend parent/carer consultations
- ✓ Our school encourages open dialogue between families/parents and school and teachers are available at the end of the school day
- ✓ Parents/carers are encouraged to contact class teachers initially with any concerns and teacher emails are available on the school website
- ✓ Parents are able to contact school with concerns at any time
- ✓ Class teacher refers to SENDCo
- ✓ Ongoing curriculum assessments
- ✓ Tracking progress using data
- ✓ Further assessments by specialists, including those from external agencies

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, including those with SEND, are 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 and their parents:**

| What                              | Who   | When                   |
|-----------------------------------|---|------------------------|
| Informal Discussions              | CT/SENDCo/Head  | Available at all times |
| Parents' Evenings                 | CT/SENDCo   | Termly                 |
| Home-School Book                  | CT and parent when applicable – always opportunities to share causes for concern in reading diaries monitored daily | Daily                  |
| Assess, Plan, Do, Review meetings | SENDCo/CT/parent  | Termly or as required  |

**The Assess, Plan, Do, Review Cycle:**

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

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

**Communication and Interaction**

- ✓ Speech and language 1:1 and/or small group intervention
- ✓ Social stories
- ✓ PECs and Visual support
- ✓ 1:1 support from SALT

**Cognition and learning**

- ✓ Focussed group interventions
- ✓ Targeted additional adult support
- ✓ Pre-teach
- ✓ Phonological awareness
- ✓ Working Memory
- ✓ Homework club
- ✓ Readers

- ✓ Scribes
- ✓ KS2 SATs arrangements
- ✓ Social, Emotional and Mental Health
- ✓ Thrive 1:1/ TIS and small group work
- ✓ Social skills groups
- ✓ Yoga/ GoNoodle
- ✓ Outdoor learning
- ✓ Lunchtime Club
- ✓ Additional transition arrangements and visits
- ✓ CAF, TAC and Bloom

### **Sensory and/or Physical Needs**

- ✓ Individual laptop/ipad/talking tins for recording
- ✓ Fine motor skills intervention
- ✓ Sensory aids (chews, fiddle toys, wobble cushions, slanted writing slope etc.)
- ✓ Sensory Breaks
- ✓ Sensory Space for Time Out

We monitor the quality of this provision by meeting with the class teacher, pupil conferencing, work scrutiny and analysing data.

We measure the impact of this provision by individual progress made taking into consideration both qualitative and quantitative data.

### **Support Staff Deployment:**

Support staff are deployed in a number of roles:

- ✓ To support learning in lessons led by the teacher
- ✓ To lead intervention activities
- ✓ To develop reading skills by leading group or 1:1 reading
- ✓ Pastoral support & Thrive/TIS
- ✓ Administration of class tasks e.g. changing reading books, supporting children's organisation
- ✓ Outside supervision
- ✓ Additional support for some children to access different areas of the curriculum
- ✓ 1:1 support for pupils with high need
- ✓ Intimate care

We monitor the quality and impact of this support by progress made, including the emotional and social health of the children on the Record of Need.

**Distribution of Funds for SEND:**

This was allocated in the following ways:

- ✓ Support staff
- ✓ External Services (See School Offer)
- ✓ Teaching and Learning resources
- ✓ Staff training
- ✓ Alternative Learning Provision e.g. reduced timetables

**Continuing Development of Staff Skills:**

| <b>Area of Knowledge/Skill</b>                | <b>Staff Member</b>                                  | <b>Training Received</b>   |
|---|--|--|
| SEND overview                                 | All staff  | Overview of SEND approach and aims for the year  |
| Provision maps and universal provision        | All staff  | Updates on provision maps and universal SEND provision that will support all pupils                  |
| Team Teach trained staff                      | Jonathan Smith<br>Cathrine Pittas<br>Carole Cunliffe | All staff trained to use Team Teach methods  |
| Trauma Informed Schools (TIS) practitioners   | Sue David  | Sue David has completed training and completes regular updates required to retain the qualification. |
| Introduction to Adverse Childhood Experiences | All staff  | Online training completed by all staff   |
| Universal provision in SEND                   | Cathrine Pittas<br>Sue David                         | Training completed and Universal Provision supporting documents provided                             |

|   |  |  |
|---|--|--|
| Dyslexia friendly approach  | Cathrine Pittas<br>Sue David                   | Training completed and as a result all required pupils screened for dyslexia |
| Bridge schools SEND CPD including working memory, fine and gross motor skills and use of Bsquared small steps | Jonathan Smith<br>Sue David<br>Cathrine Pittas | Different staff have attended relevant Bridge Schools SEND CPD               |

We monitor the impact of this training by asking those staff who attended, to feedback and share their new skills and knowledge with others in staff meetings. If the training is directly related to an intervention, the impact this has had on pupils will be assessed through the effectiveness of the provision they have lead. We also carry out a staff audit of skills and knowledge to assess areas that staff are confident in and those that need further training and support. The results of the audit influences the CPD training opportunities we plan for the following term or year.

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

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

- ✓ DSEN Network meetings
- ✓ Visit nurseries and Early Years settings to meet new intake, meet with parents of children with DSEN to assess their needs and make plans for appropriate provision in the new academic year.
- ✓ Transition days
- ✓ Providing opportunities for curriculum days and include children with DSEN
- ✓ Looe Community Academy school to organise additional transition arrangements for vulnerable pupils
- ✓ Bridge MAT schools to share resources and collaborate for skills and expertise

We always ensure that we work closely with the secondary feeder schools to ensure transition is the most effective it can be.

For example, this year there has been a successful transition with Looe Community Academy and with Liskeard School who have built in bespoke transition packages for those pupils with special educational needs.

We support the transition from one class to the next by providing opportunities for Year 2 to spend time in the KS2 class during the Summer term.

The transition from year 6 to secondary school is supported through secondary school staff visits, pupil visits to the secondary school and additional provision as needed. Due to Covid-19 this year, Microsoft Teams meetings for pupils have been organised and pupils will start Looe Community Academy a day earlier than the older pupils as part of their transition.

Parents are included in this process through discussions in their termly review meetings to identify the best transition programme for a child's particular needs.

Our support for the transition of pupils from Reception to Year 1 is managed well due to our mixed age class and the knowledge all staff have of each pupil.

We help children to make the move from Year 2 to 3 by sharing information with staff and providing a number of familiarisation sessions at the end of the summer term.

For children with SEND, we also liaise with the school to provide additional transition opportunities where needed.

Parents are included in this process through consultation with all professionals involved.

**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. Parents' views are an integral part of our aim to improve our provision for children and are encouraged by email, phone or through face-to-face discussion.

**Our complaints procedure:**

Anyone wishing to make a complaint with regard to SEND support and provision should refer to the schools Complaints Policy (available on the school website <https://www.trenodeprimary.co.uk/Policies/Complaints> or by request).

This year we received no complaints with regard to SEND support and provision. Parents of pupils have reported back that they are happy with the provision and support that the school provides.

**Other relevant information and documents:**

The Designated Safeguarding Lead in our school is Mrs J Waring.

The Designated Children in Care person in our school is Mrs J Waring.

The Local Authority's Offer can be found at [www.cornwallfisdirectory.org.uk](http://www.cornwallfisdirectory.org.uk).

Our Accessibility Plan can be found on our website.

The School Development plan can be requested at the front office or through school Governors.

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 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.

The Governing Body approved this SEND Information Report.

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