

# SEND Annual Information Report 2021 - 2022



Next review: September 2023



## St.Mary's Catholic Primary School

**Name of SENDCo:** Mrs Lucy Titheridge    **Contact email:** [senco@st-marys-fal.cornwall.sch.uk](mailto:senco@st-marys-fal.cornwall.sch.uk)

**Dedicated time:** 1 day a week

**Contact Phone Number:** 01326 314540    **SEND Governor:** Mr Hugo Lomax

**School Offer:** [http://www.st-marys-fal.cornwall.sch.uk/web/special\\_educational\\_needs/298669](http://www.st-marys-fal.cornwall.sch.uk/web/special_educational_needs/298669)

### **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 that require provision. Monitoring and tracking their progress.
  - Multi-agency reports
  - On-going teacher assessment
  - Recorded progress of interventions
  - Termly target setting (in Education Support Plans)
  - Learning walks
  - Data discussions with SLT
- Identification of children whose needs are additional and require SEND Support; placement on the School's Record of Need; initiation of "assess, plan, do, review" cycle.
- Working alongside professional teams in the community to provide access to further support.
- Considerations of application for Education, Health and Care Plans.
- All children / young people identified as requiring SEN 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 when:
  - A pupil has been monitored closely and continues to work below National age-expected attainment, despite targeted intervention.
  - A child's needs call for support / intervention that is additional or different to normal classroom practice.

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- A child is making below expected progress and continues to do so despite support.

- Ongoing curriculum assessments.
- Tracking progress using data.
- Further assessments by specialists, including those from external professional agencies.

We take a holistic approach by all aspects of a child's development and well-being.

Our approach towards all children, including those with SEND, can be seen in our SEND policy.

Our pastoral support arrangements for supporting the emotional and social development of all children, 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 approach to the physical care of all children, including those with SEND, is shown through our intimate care, accessibility plan and medical policies.

Our measures to keep all children, including children with SEND, safe are outlined in our Safeguarding Policy and pupil welfare policy.

### **How we listen to the views of children / young people and their parents:**

<b>What</b>	<b>Who</b>	<b>When</b>
Informal discussions	SENCO, class teacher, classroom assistants, pupils, SEND Governor and parents	Continual – throughout the year
Class dojo, Showbie, Facebook, twitter and tapestry posts	Class teachers, Headteacher, Deputy Head, classroom assistants, parents and pupils	Continual – throughout the year
Parent's evenings	Class teacher and parents	Three times a year
Home-school book for individual pupils	Classroom teacher, classroom assistants and parents	Daily

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TAC (Team around the Child) meetings	Individual pupils and their parents, class teachers, classroom assistants, SENCO, Headteacher, external professionals involved with the child and family.	Approximately every 6 weeks.
School council	Representatives from all classes	Half termly
Pupil conferencing and parent conferencing	SENCO, SEND Governor	Termly
Assess, plan do, review meetings	Class teacher, pupil and parents – SENCO if required	Three times a year
Telephone and / or virtual communications	SENCO, Headteacher, class teachers, classroom assistants, parents, external agencies involved with child and family.	When required

### **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 2021 and September 2022, provisions made for children on our Record of Need has included:

Communication and Interaction – (SALT and ASD) – 8

Cognition and Learning – 15

Social, Emotional and Mental Health – 18

Sensory and / or Physical needs – 6

During the 2021/22 academic year, we have had 15 children receiving SS support, 25 receiving SS+ and 7 with an Education, Health and Care Plan.

National (4% EHC plans, 12.6% SEN support)

St.Mary's (3.2% EHC plans, 18.6% SEN support)

**The provision made for children / young people on our Record of Need has been:**

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## ● Communication and Interaction:

- Speech and Language 1:1 and/or small group intervention
- Worked closely with the Autism Team
- Time to Talk programme
- Individual Provision Map
- Social Stories
- Taskboards
- Now and Next boards
- Targeted additional adult support
- Speech Therapist advice
- Small group social skills sessions
- Home / communication books
- Lego Therapy sessions
- TACPAC
- Visual timetables

## ● Cognition and Learning:

- Focus groups and 1:1 interventions in all areas of English and maths
- Teordescu find motor skills programme
- Speed Up handwriting intervention
- Precision teaching intervention
- Fast track phonics catch-up intervention
- Targeted additional adult support
- 1:1 daily reading for 20% of pupils
- Coloured overlays
- Reading rulers
- Nessy learning programme
- Readers and scribes
- Reading rulers
- Classroom learning toolkits
- Dyslexia toolkits
- 1:1 handwriting
- 1:1 reading
- 1:1 phonics

## ● Social, Emotional and Mental Health:

- Children have trusted adults to meet and greet in the mornings
- Social stories
- Support at play time where appropriate
- Additional planning and arrangements for children for transition.
- Lego Therapy social skills intervention.
- Social skills small group intervention.
- Wellbeing ambassador's to direct playground play.
- Individual TIS sessions
- Music therapy through Cornwall Music Service
- Staff use emotional coaching strategies and PACE
- Whole school TIS UK training
- Early Help hub - School nursing team
- Young people Cornwall
- CAMHS

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### ● Sensory and/or Physical Needs:

- Provision of specialist equipment and aids, including, sloping board, therabands, wobble cushions, rocker chairs, sticky mats, handwriting grips, ear defenders, weighted blankets, chewlery, tents, fidget toys and toys to stroke.
- Sensory break provision
- Physiotherapy sessions
- OT interventions
- OT support
- Assistive technology touch typing sessions
- Fine motor skills program – 'dough disco' and 'funky fingers'.
- Gross motor skills program – 'fun fit'.
- Individual risk assessment
- Individual intimate care plan
- Individual manual handling plan
- Classroom access
- Staff trained in supporting children through Vision Support team e.g., braille training.
- Staff trained with supporting children with specialist mobility aids e.g., wheelchair, splints.

### We monitor this provision through:

- Annual reviews
- Learning walks
- Progress meetings
- Book scrutinies
- Shared staff meetings – provision map and ESP writing
- CAST monitoring visits
- TAC meetings

### We measure the impact of this provision quantitatively through:

- Working towards termly targets (assess, plan, do, review)
- Progress within NC and EYFS outcomes
- Attainment
- Whole school Insight tracking system
- Intervention impact

### We measure the impact of this provision qualitatively through:

- Pupil conferencing
- Parent conferencing
- Pupil social interactions in and around school
- School council, mini vinnies and wellbeing ambassadors

### Support Staff Deployment:

Support staff were deployed in a number of roles:

- ● 1 : 1 Provision
- ● Small group intervention
- ● Playground support
- ● Lunchtime support

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- ● Running Afterschool Clubs
- ● Breakfast Club
- ● PPA Cover (HLTAs and teachers)
- ● First Aid and medical support

We monitored the quality and impact of this support by:

- lesson observations
- book scrutinies
- intervention records
- pupil progress meetings
- pupil conferencing
- working towards APDR targets
- progress within NC and EYFS outcomes
- attainment
- whole school tracking system

### **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:**

Area of knowledge/ skill	Staff member	Training received
Planning your year as SENCO, SEN services	Lucy Titheridge	16/09/21 23/09/21 30/09/21
Subject Leadership course, Neil Maslen	All teaching staff with subject specialism	04/11/21
CAST SENCO networks	Lucy Titheridge	05/11/21 16/03/22 12/06/22
TIS UK Training, Suzie Franklin	All teachers and teaching assistants	16/11/21 02/12/21
TEACHH training, Vicky Brewer	Mr Edwards Mrs Thalliens Mrs Titheridge	03/03/22
Medical needs training	Mrs Marshall Mrs Liptrott Miss Hennessey	29/06/22

	Mrs Titheridge	
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We monitored the impact of this training by:

- Working towards termly targets (Assess, plan, do, review)
- Progress within NC, P scales and EYFS outcomes
- Attainment
- Tracking grids

**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 (Penryn College)
- Transition into Reception Class from Nursery schools
- CAST cluster SENCO network meetings
- Nursery staff and Secondary school staff invited to attend TAC meetings.

This year, 4 children requiring SEN support and 0 children with Education, Health and Care Plans transitioned from nurseries; 1 with Education, Health and Care Plan joined Year 2 in the Spring term, 1 child with Education, Health and Care Plan and 7 children requiring SEN support in 2022 moved onto Secondary schools.

We ensure that transition from Nursery to Reception is smooth by:

- Having a planned programme of induction sessions where the children visit their classroom and meet their staff.
- Information evening for parents.
- Ensure parents have access to ClassDojo and Tapestry in the Summer term prior to joining.

We support the transition from Reception to Year 1 by:

- Regular sessions in the Summer Term to meet their teacher and experience activities in their new classroom
- Multiple opportunities for information sharing.

We help children to make the move from year 2 to 3 by:

- Key children given extra informal opportunities to visit their new classroom and teacher (sometimes made specific on Individual SEN plan)
- Day 'Shuffle-up'
- Multiple opportunities for information sharing.

The transition from year 6 to secondary school is supported through:

- Key children given additional transition sessions, depending on need
- Transition program
- Information sharing between SENCo and Class teachers/Head of Year

**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.

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## **Our complaints procedure:**

Anyone wishing to make a complaint with regard to SEN support and provision should contact our SENCO, Lucy Titheridge 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 regards to SEN support and provision.

## **Other relevant information and documents:**

The Designated Safeguarding Lead in our school is Sarah Shailes (Deputy Head).

The Designated Children in Care person in our school is Alison McDonald (Head teacher).

The Local Authority's Offer can be found at

<https://www.supportincornwall.org.uk/kb5/cornwall/directory/site.page?newlocalofferchannel= 0&id=aq6QKb5BEPE>

Our Accessibility 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 Lucy Titheridge**

**SENCDO Date: 05/07/22**