

SEND Annual Information Report 2023 - 2024



Next review: September 2025



St.Mary's Catholic Primary School

Dedicated time: 1 day a week

Contact Phone Number: 01326 314540 **SEND Governor:** Ms Ursula Hold

School Offer: 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 Individual Learning 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 to or different to normal classroom practice.
 - A child is making below expected progress and continues to do so despite support.
- Ongoing curriculum assessments.

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

We take a holistic approach by considering 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, which is available on our website.

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:

What	Who	When
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
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.

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School council and wellbeing ambassadors	Representatives from all classes	Half termly
Pupil conferencing and parent conferencing	Head teacher, Deputy Head, 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. This is available on our school website.

In the period between September 2023 and September 2024, provisions made for children on our Record of Need has included:

Communication and Interaction – (SALT and ASD) – 15

Cognition and Learning – 9

Social, Emotional and Mental Health – 2

Sensory and / or Physical needs – 4

During the 2023/24 academic year, we have had 5 children receiving SS support, 19 receiving SS+ and 5 with an Education, Health and Care Plan.

National (4.3% EHC plans, 13% SEN support)

St.Mary's (2.6% EHC plans, 16% SEN support)

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

- **Communication and Interaction:**
- Speech and Language 1:1 supported by SALT targets and/or small group intervention
- Working closely with the Autism Team
- Time to Talk programme
- Social Stories
- Taskboards
- Now and Next boards

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- Core boards
- Widgit use
- Shape coding
- Targeted additional adult support
- Speech Therapist advice
- Small group social curriculum skills sessions
- Home / communication books
- Lego Therapy sessions
- Visual timetables
- Visits from the Autism team.
- Visits from the DLD team.

- Cognition and Learning:

- Focus groups and 1:1 interventions for English and maths
- Teordescu find motor skills programme
- Speed Up handwriting intervention
- Precision teaching intervention
- 'Read Write inc' Fast track phonics catch-up intervention
- Targeted additional adult support
- 1:1 daily reading for 20% of pupils
- Coloured overlays
- Reading rulers
- Readers and scribes
- Classroom learning toolkits which include scaffolds, such as, word mats.
- Dyslexia toolkits
- 1:1 handwriting
- 1:1 reading
- 1:1 phonics
- Online 'Widgit' use for storytelling sessions and developing key vocabulary
- Visits from the Cognition and learning team
- Visits from the Educational Psychology service

- 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 to Year 7 and to the EYFS.
- Lego Therapy social skills intervention.
- Social curriculum skills small group interventions.
- 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 approach
- Early Help hub - School nursing team and Family Workers
- Young people Cornwall
- CAMHS
- Sensory resources for the sensory space.
- Catholic social teaching wider opportunities for children to participate, e.g, remembering people through 'The Rainbow Run'.
- 'Mini Vinnies' club.

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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 specialist support sessions to provide DIR floortime training and support.
- Assistive technology touch typing sessions
- Fine motor skills program – ‘funky fingers’.
- Gross motor skills program – daily ‘Fun fit’ sessions each morning.
- 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.
- Environmental audit from the vision team.
- Visits from the Sensory and Physical needs team.

We monitor this provision through:

- Annual reviews
- Learning walks
- Progress meetings
- ‘Book looks’
- Shared staff meetings – provision map and ILP writing
- CAST monitoring visits
- TAC meetings
- CIN 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

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- • Lunchtime support
- • Running Afterschool Clubs
- • Breakfast Club and after school wraparound provision.
- • PPA Cover (HLTAs and teachers)
- • First Aid and medical support

We monitored the quality and impact of this support through:

- 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
NASENCO qualification	Lucy Titheridge	Completed July 2024
Behaviour approach training CAST	Tim Moran Lucy Titheridge	09/2023
Downs syndrome EY and Primary training	Biddy Always Jane Mills	09/2023

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CAST SENCO networks	Lucy Titheridge	Termly
Using model of positive behavioural support for change for children 5-17 years.	Zoe Thomason Zandy Tuffrey	09/2023
Shape Coding training	Biddy Alway Laura Cocks	03/2024
Specific medical needs training - Jg and NG tube training Dysphasia training Nebuliser training	Lily Hennessey Emily Gough Harriet Rutherford	09/23 – 07/24
OT training – DIR floortime	Emily Gough Harriet Rutherford	09/23 – 07/24
DLD training	Louisa Billingham Lucy Titheridge	05/2024
Neurodiversity Profiling training	Tim Moran Louisa Billingham Lucy Titheridge	07/2024
Vision support training	Lucy Titheridge Marianne Burton Jane Mills	07/2023

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 and Falmouth school)
- Transition into Reception Class from Nursery schools – including visits, online meetings as well as meetings in person at settings.
- CAST cluster SENCO network meetings
- Nursery staff and Secondary school staff TAC meetings.
- CIN meetings with wider professional teams.

This year, 2 children requiring SEN support and 1 child needing an Education, Health and Care Plans transitioned from nurseries; and 1 child with an Education, Health and Care Plan moved onto Secondary school.

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

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- Having a planned programme of induction sessions where the children visit their classroom and meet their staff. This includes two sessions with parents and two for children on their own, including a teddy bear's picnic.
- Arrange individual quieter time visits after school for children who may need this.
- Provide individualised photo packs of school environments.
- Share 'all about me' photos of teaching staff with pupils when needed.
- Information evening for parents.
- Ensure parents have access to ClassDojo and Tapestry in the Summer term prior to joining.
- Attend individual TAC meetings or CIN meetings, establishing any needs, resources or support that needs to be in place before children begin.
- Are pro-active in asking for shared files from nurseries.
- Ensure we receive 'all about me' paperwork from new pupils before they join the setting to ensure needs are supported from the very beginning.
- Consider individualised timetables and reasonable adaptations prior to children beginning in the September.

We support the transition from Reception to Year 1 by:

- Regular sessions in the Summer Term for pupils to meet their teacher and experience activities in their new classroom.
- Multiple opportunities for information sharing. Handovers of important SEN information prior to pupils beginning in September.
- Resources and equipment in place ready for use in Year 1.
- Photo books of new environments for pupils in place and shared over the Summer with parents when necessary.
- Sharing of current ILP's and key SEN information with next teacher.
- Personalised handover meetings involving parents, class teacher and SENCO when deemed necessary by SENCO and parents to ensure no time lost and excellent handover of provision and needs.

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' to experience new class.
- Resources and equipment in place ready for use in Year 3.
- Photo books of new environments for pupils in place and shared over the Summer with parents when deemed necessary for individual children.
- Sharing of current ILP's and key SEN information with next teacher
- Personalised handover meetings involving parents, class teacher and SENCO when deemed necessary by SENCO and parents to ensure no time lost and excellent handover of provision and needs.

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

- Opportunities for all children to experience their new setting on 'move up' days.
- Staff from secondary schools to visit and offer sessions to pupils and parents.
- Key children given additional transition sessions, depending on need.
- Transition programmes.
- Information sharing between headteachers, SENCO and DSL's of both settings.

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:

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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 Tim Moran (Headteacher).

The Designated Children in Care person in our school is Tim Moran (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: 02.09.24