



SEND Information Report – July 2021

Name of SENCo: Judith Green

Dedicated time weekly: 1 day

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Name of SEND Governor: Lynne Chandler

School Offer link: http://www.landewednack.cornwall.sch.uk/website/local_offer/424541

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 SEN, 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
- ✓ Identification of individuals who require support to catch up; addressing their short term barriers to learning; monitoring and tracking their progress.
- ✓ Identification of children whose needs are additional and different and who require SEN 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 SEN Support, or with an Education, Health and Care Plan (EHCP) are on our Record of Need.

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

- ✓ Class teacher refers concerns to SENCo
- ✓ Ongoing curriculum assessments
- ✓ Half-termly tracking progress using data
- ✓ Further assessments by SENCo and, where appropriate, by external agencies

We take a holistic approach by considering 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 SEN, 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 safe, including children with SEND, are outlined in our Safeguarding Policy

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

<u>What</u>	<u>Who</u>	<u>When</u>
Informal Discussions	All pupils	Daily
Parents' Evenings/Reports	All pupils	Twice a year
Home-School Book	Individual children	Daily
Assess, Plan, Do, Review meetings	Pupils on School Record of Need	Termly
Team Around the Child/Family Meetings	Individual pupils	At least Half Termly
School Council	Representatives from all Classes	Half termly
Questionnaires	All pupils and parents	Annually
Head teacher Forum Meetings	All parents	Half termly
Continual contact via Class Dojo	All parents and all staff	Daily

The Assess/Plan/Do/Review Cycle:

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

This year, provisions made for children on our Record of Need has included:

- ✓ **Communication and Interaction :**
 - Speech and Language 1:1 and/or small Group Intervention
 - Social Stories
 - Makaton
 - PECs and Visual support
 - Traffic Lights
 - Now & Next boards
 - Spot Timers
- ✓ **Cognition and Learning :**
 - Focus group Interventions in all areas of Literacy and Numeracy
 - Visual Timetables
 - Working Memory Intervention
 - Phonological Awareness Intervention - OSMO
 - Additional thinking time
 - Dyslexia coloured overlays
 - Catch-Up groups within school time
 - Lending of Chrome Books during Lockdown for those who needed a technology aid
 - Individual bespoke learning packs delivered direct to pupil's houses during lockdowns
- ✓ **Social, Emotional and Mental Health :**
 - Individual sessions in school, either work related or emotional, for any child requiring support during both lockdowns
 - Opportunities for 1:1 chats in school with parents during both lockdowns
 - Class work that was already set online, printed out and given to those children whose parents struggled with technology and wanted extra support during both lockdowns
 - Individual bespoke learning packs taken to some families who did not want to leave their houses during both lockdowns
 - THRIVE sessions

- Singing day
- Buddies
- Trusted Adult
- Access to Lighthouse/Sensory Room
- Access to Forest School
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- ✓ Sensory and/or Physical Needs :
 - Individual Laptop/iPad for recording
 - Specialised equipment
 - Personalised Sensory Diet
 - Sensory aids eg chews, fidgets,
 - Fun Fit
 - Weighted blanket

During the 2020-2021 academic year, there was a marked increase in children recorded on the RON, which coincided with the Covid Pandemic and the resulting issues. During the Autumn of 2020 24% of the children were on the School Record of Need with a further 31 pupils “on alert”. This had risen from 17% on the RON during the Spring of 2020. 1 child has an Education, Health and Care Plan.

Class Dojo was set up to have a continual platform to engage with parents and our pupils whilst they were not physically in school. There was 100% engagement in this system and every child was reached and talked to via Google Classrooms. Teachers had Google Meets with their children twice a day and all work that the pupils did was uploaded and marked by teachers and feedback given. Any child who was struggling or not engaging, the SENCo or class teacher rang and talked to over the phone. They were then given the opportunity to come to school and meet with the SENCo each week for support, or have a place in school to attend daily. This was very successful and the children thrived within a small class “bubble”.

These conversations also highlighted that for many parents, trying to juggle Home Learning for sometimes multiple children, their own work commitments and the worry over the virus was almost impossible and very stressful. Being able to come to school on their own to talk about their worries with the SENCo and for us as a school to support them by putting in place help for their child to do their work or to send work home or provide a Chromebook, proved invaluable. We also worked with a child who was petrified of the virus and being near others – his growth in confidence through the weeks was heart-warming and his behaviour at home totally transformed.

Support Staff Deployment:

Support staff were deployed in a number of roles:

- ✓ Support in Classroom
- ✓ 1 : 1 Provision
- ✓ Small group intervention
- ✓ Playground support
- ✓ Lunchtime support
- ✓ Working in the designated school in our MAT during lockdown
- ✓ PPA Cover (HLTAs)
- ✓ First Aid
- ✓ Support for medical needs: diabetes

We monitored the quality and impact of this support by Observations; Book Scrutiny; Pupil Conferencing.; Learning Walks

Distribution of Funds for SEN:

This was allocated in the following ways:

- ✓ Support staff
- ✓ External Services (See School Offer)
- ✓ Teaching and Learning resources
- ✓ Staff training

Continuing Development of Staff Skills In SEN:

Area of Knowledge/Skill	Staff Member	Training Received
Schools Senior Bereavement Lead	J.Green	Penhaligon's Friends
Supporting Bereaved Families	J.Green	Penhaligon's Friends
Change & Loss	J.Green	THRIVE
Social Communication/ ASD/PDA	All staff	Strategies and resources for supporting children with any social communication need – Andrew Mercer
Autism Champion	C.Humby	County Autism Team
Demystifying Shining the Light	J.Green	THRIVE
Bridging the Gap	J.Green	Supporting children with IEP's
Managing challenging behaviour	All staff	Behaviour Support Team
CiC & PLAC	Louise Jones	Supporting looked after children
Diabetes Type 1	All staff	Training to support child with diabetes – school nurse
Adverse Childhood Experiences	P.Tonkin (LL)	Creative ways to help children who have experiences Adverse Childhood Experiences
Domestic Abuse (children) and Child Neglect	P.Tonkin (LL)	EduCare

We monitored the impact of 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, mainly Mullion but also Helston. (This was unable to be done physically due to covid restrictions but our pupil with an EHCP was allowed to visit with his parents, as was one child who was very anxious. The Year 6 pupils had a "virtual tour".)
- ✓ Transition into Little Lizards Nursery from home.
- ✓ Transition into Reception Class from Independent Nurseries and our own school nursery.
- ✓ Transition into Landewednack School from other mainstream schools.

Our usual Transition sessions; from Little Lizards to school, one class to another, and the year 6 to Secondary, were not able to be run due to covid bubble restrictions. We talked to the children as much as we could about where they would be and who their key adults would be. Luckily we are small enough that children know our staff well and seemed to cope well with these restrictions.

We liaise closely as a staff and had meetings to discuss our children who were moving classes. We also liaise closely with the secondary school in the summer term, making sure relevant information is passed between each SENCo and schools.

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 DSEN Development Plan. This can be found on the school website.

Our complaints procedure:

Anyone wishing to make a complaint with regard to SEN support and provision should contact the SENCo, Judith Green in the first instance. If unsatisfied with the outcome, contact should be made with the Headteacher or SEN Governor.

This year we received no formal complaints with regard to SEN support and provision.

Other relevant information and documents:

The Designated Safeguarding Lead in our school for 2020/21 was Sam Kennedy

The Designated teacher for Looked-After Children in our school 2018/19 was Louise Jones.

The Local Authority's Offer can be found at www.cornwallfisdirectory.org.uk

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.

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 on 22nd September 2021.