

SEND Information Report – September 2024

Name of SENCo: Louise Jones Dedicated time weekly: 1 day

Contact email: ljones@landewednack.tpacademytrust.org

Contact Phone Number: 01326 290337

Name of SEND Local Monitoring Committee Member: Lynne Chandler

School Offer link: https://www.landewednack.cornwall.sch.uk/web/local_offer_and_school_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 and personalised approach with bespoke adaptations 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 and learning
- ✓ 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 and/or alternative external support
- ✓ 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 and evidence of learning through books, pupil voice and discussion between staff and parents
- ✓ 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, are 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:

What	Who	When
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
Worry box/message box	All pupils	When needed
Continual contact via Class Dojo	All parents and all staff/ individually as needed	At least weekly

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, adaptations and provisions made for children on our Record of Need have included:

o Communication and Interaction :

- o Speech and Language 1:1 and/or small Group Intervention
- o Social Stories
- o Makaton
- o PECS (Picture Exchange Communication System) and Visual support
- o Traffic Lights
- o Now & Next boards
- o Spot Timers

o Cognition and Learning :

- o Focus group Interventions in all areas of Literacy and Numeracy
- o Visual Timetables
- o Working Memory Intervention
- o Phonological Awareness Intervention - OSMO
- o Additional thinking time
- o Dyslexia coloured overlays/ iPad colour tints
- o Catch-Up groups within school time
- o Use of iPads for pre or post-learning, working memory and recap
- o Pre-teach
- o Colourful Semantics

o Social, Emotional and Mental Health:

- o Individual sessions in school, either work related or emotional, for any child requiring support
- o Draw and Talk sessions
- o Sand Tray sessions
- o Worry Box follow up
- o THRIVE sessions
- o Whole school follows Thrive approach when interacting with every child (every interaction is an intervention)
- o Access to Rainbow room (sensory room)
- o Buddies
- o Access to Thrive and Trauma Informed trained staff
- o Access to Wild Tribe
- o School (and visiting) dog

o Sensory and/or Physical Needs:

- o Individual IPad for recording
- o Specialised equipment
- o Personalised Sensory Diet
- o Sensory aids eg chews, fidgets,
- o Fun Fit
- o Weighted blanket
- o Proprioceptive activities and exercises
- o Introceptive activities and exercises
- o Weighted balls for heavy lifting
- o Resistance resources (eg pushing, pulling, resistance bands)

During the 2023/2024 academic year, there was a marked increase in children recorded on the RON; in particular, with language and communication needs. We are seeing an increasing number of children needing emotional support; we feel there is still a 'knock on' effect from the Covid pandemic. During the autumn of 2023, 18% of the children were on the School Record of Need; by the summer term, we saw an increase to 20%, a rise of 4% from the previous year.

From September 2024, we screen all children on entry to the nursery or school early years using the Speech, Language and Communication Tool. Additionally, we now use the Neuro-Diversity Screening Tool if we have any concerns around a child's social communication. Children's emotional wellbeing is also monitored, using the Thrive Assessment. By using these tools, we are ensuring we intervene as soon as possible, giving each child the best opportunity of catching and keeping up with their peers.

This year we have used 'Third Space Learning' as an intervention to support children struggling with maths; this has resulted in accelerated progress for all children on this intervention.

We have begun to use a programme called 'Padlet' to record, monitor and track interventions and adaptations our children receive. Padlet is a great tool for evaluating practice and a wonderful way of reflecting, with the children, of their achievements; enabling them to see their progress and success, which has facilitated a growth mind-set and more resilience in their learning.

Use of technology to support our children with SEN has increased in the last year. As part of the 'Advantage Project' children have access to iPads and from year 2, have their own Ipad to use. In addition to daily teaching and learning, the iPads are effective in providing support and adaptations to support learning. Some examples of how we are using this technology are: using coloured tints; teachers recording lessons

for children to look at again; note taking to help working memory and voice recording/camera to record their work. The use of our iPads is growing and we are continually researching, gaining feedback from the children and trying new ways to use them effectively. We continue to use Class Dojo, a platform where teachers can share learning and information with parents including tips and links to useful websites.

This year we have used the Mental Health Support Team who delivered 'Decider Skills' sessions which supports children's emotional regulation and coping with feelings, we hosted the MHST during the summer holidays for parent and children workshops.

During the next academic year, we will be investing in training for 2 more members of staff to become licenced Thrive practitioners as well as two members of staff to attend the Autism Champion training.

At the end of the last academic year (2023/2024):

- 100% of children with SEND achieved at least National Expectations in Reading, Writing and Maths.
- 100% of our children with SEND achieved the National Expected in the Y1 Phonics Screening Check

Support Staff Deployment:

Support staff were deployed in a number of roles:

Support in Classroom using a 'gradual release of responsibility' i.e. scaffolding their learning and encouraging independence

1 : 1 Provision

Small group intervention

Draw and Talk/Sand Tray Talk

Emotion coaching

Third Space Learning Facilitator

Playground support

Lunchtime support

PPA Cover (HLTAs)

First Aid

Support for medical needs

We monitored the quality and impact of this support by: Observations; Book Scrutiny; Pupil Conferencing. Monitoring visits; Padlet; 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 Recieved
NPQSEND	L Jones	Ongoing into next year- Kernow Learning
Mental Health First Aid Practitioner training	L Jones K Hughes	Healthy Cornwall
THRIVE updates	L Jones	THRIVEp

Speech, Language & Communication Tool Training	L Jones	TPAT
SEND Network meetings/training	L Jones	Termly- TPAT, County
Use of iPads to support children with SEN	L Jones	TPAT
Schools Senior Bereavement Lead	K. Hughes	Penhaligon's Friends
Supporting Bereaved Families	K. Hughes	Penhaligon's Friends
Spotlight on ADHD	L Jones	DfE
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
Trauma Informed Practice	K. Hughes	Cornwall County
Price Training	All staff	Tina Leack, Trust behaviour Lead
Managing challenging behaviour	All staff	Behaviour Support Team
CiC & PLAC	L Jones	Supporting looked after children
Thinking Together about SLCN and SEMH needs	L Jones	Cornwall County
Speech and Language development	L Jones M Gulley	Kernow English Hub
Child Protection	All staff	County Yearly
DST-J (dyslexia screening) analysis	L Jones	Cornwall County
How to handle outbursts and meltdowns- the difference between the two	L Jones	THRIVE
Thrive network meeting for mental health lead	L Jones	THRIVE
Helping young children to manage big emotions	L Jones	THRIVE
Tackling emotionally based school avoidance	L Jones	THRIVE

We monitored the impact of training by monitoring teaching and learning as well as outcomes for children.

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: This is mainly Mullion but occasionally Helston; for children with IEPs (and) or those who are anxious about the transition, we facilitate extra transition sessions with staff from our school and/or parents. SENCos meet and staff from Mullion come to visit children at our school. Information is shared in a timely manner including strategies used at primary school eg through the ND profile.

Transition into Little Lizards Nursery from home: We have 'stay and play' sessions for parent and children

from babies, where staff can get to know the children before they join us, staff and parents can discuss their children's needs and the children come to nursery with positive relationships built. We invite the school nurse and health visitor to these sessions as early support for families. The SENCo is made aware of any potential support needed for when a child starts nursery.

Transition into Reception Class from Independent Nurseries and our own school nursery: We offer transition sessions; our reception teacher (early years lead) visits the nursery continually and staff work together making transition to school fluid. The SENDCo and nursery SENDCo meet to discuss needs of all children on a regular basis, which means our children come into reception with support in place.

Transition into Landewednack School from other mainstream schools: Staff contact the previous schools, ask for documentation early and talk to previous teachers. We also offer 'taster' days to welcome the children.

Transition to new classes: We liaise closely as a staff and have meetings to discuss children who are moving classes. The benefit of our small school means that all staff know our children extremely well and are often with children for up to three years; this benefits the children in lots of ways, from continuing their learning journey without transition 'gaps', to passing on a wealth of information, knowledge and advice to the next teacher. We greatly value this and invest the time for it to happen.

Ongoing development:

We work hard to ensure that any area of SEND provision needing improvement or development is identified and that strategies are put in place to make those improvements. We do this through our School Development Plan. We have termly monitoring meetings from our Trust SEND lead who gives feedback and development targets. The Trust and our Local Monitoring Committee monitor progress.

Our complaints procedure:

Anyone wishing to make a complaint with regard to SEN support and provision should contact the SENCo, Louise Jones in the first instance. If unsatisfied with the outcome, contact should be made with the Trust SEND lead.

Other relevant information and documents:

The Designated Safeguarding Lead in our school is Louise Jones, the DDSL is Becca Carey

The Designated teacher for Looked-After Children in our school is Louise Jones.

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

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.

The 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.

To be reviewed September 2025