



## Every Moment Matters

### SENCo Annual Report to Governors 2023-2024

Name of SENCO: Katie Rawlings

Dedicated time weekly: 6 hrs

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Name of Special Educational Needs (SEN) Governor: Sarah Childs

School Offer / Information Report: July 2024

#### **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 learning, including those with SEND, to engage with all aspects of school life.

#### **Our Graduated Response for Learners:**

- Continual monitoring of the quality of teaching
- Identifying and tracking the progress of children that require support to 'catch-up' by assessment procedures
- Identification of children requiring SEND Support and initiation of the 'assess, plan, do, review' cycle
- Consideration of application for an Education, Health and Care Plan
- All children identified as requiring SEND Support, of with an Education, Health and Care Plan are on our Record of Need

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

- Class Teachers refer to SENCo
- 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, is 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	Teachers, TAs	Throughout the year
Parents' Evenings	Teachers, TAs	Once per term
Home-school books	Teachers, TAs	Daily
Class Dojo	Teachers, TAs	Daily
Provision Plan meetings	Teachers, TAs, SENCo	Once per term
Individual Pupil Conferencing	Teachers, TAs, SENCo	Once per year for Annual Reviews

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

For children on our Record of Need, an 'Assess, Plan, Do, Review' cycle is established by the SENCo in partnership with the child, their parents, their class teacher and if appropriate a Teaching Assistant. Please see our SEND Policy for further details:

This year, provision made for children on our Record of Need is listed below under the four areas of need:

#### Communication and Interaction:

- Speech and Language Therapy,

#### Cognition and Learning:

- Pre-teaching, Memory Processing programmes and games, Phonological Awareness Intervention, Colourful Semantics, Coloured overlays and related resources, Visual Timetables, Task Management boards, Dyslexia Screening Test, Writing slopes, 1 to 1 bespoke tuition

#### Social, Emotional and Mental Health:

- Educational Psychologist, CAMHS Support workers, TIS sessions, Emotion Coaching, Horse Riding, Music Therapy, 1 to 1 tuition, HUGS Animal Therapy

#### Sensory and / or Physical Needs:

- Fun Fit, specialised equipment such as Zuma Rocker chairs, vision support, hearing support

During the 2023 / 2024 academic year, there have been 3 children with Education, Health and Care Plans receiving SEN Support. 1 child receives fortnightly intensive Speech and Language Therapy Support provided by the Local Authority. A large number of children across the school have been screened for Dyslexia using the DST-J and a similar number have been assessed using the Speech and Language Progression Tools which we have then worked with external professionals to analyse so that the correct support can be provided in school or referrals made to outside agencies. 2 children have been referred to CAMHS with both of these having received support from a Primary Mental Health Worker at some point this year. Both these children are also awaiting assessment from a Clinical Psychologist. 4 children have been referred to the Neurodevelopmental Pathway and 1 has received a diagnosis of ADHD. In addition to this the school have made 3 EHCP applications this year, one of which has been drafted for final approval. The other two have been approved at Part 1 and we are awaiting Educational Psychology Assessments for Part 2. These have begun, but will not be finalised until after the summer break. 1 child with an EHCP has been accepted for transition to an ARB for September 2024 as we are no longer able to meet need in mainstream. We have also just accepted 1 child with an EHCP to join our school before the summer. Referrals have been made to the following Local Authority or NHS services: 2 children to the Early Help Hub; 2 children to Dreadnought; 2 children to CAMHS; 1 child to the Speech and Language Therapy Service; 1 child to the Autism Team. Due to the long wait times for some NHS and Local Authority services, some parents have chosen to pay privately for support. This year, this has included 2 children for a private ASD diagnosis, one of which has been diagnosed with both ASD and ADHD. The school has continued to enlist the support of the Local Authority to find alternative provisions for two children who are currently not attending school. The funding for this has not been provided by the Local Authority, For one child this has been funded through their EHCP; for the second child the funding has been provided by the parents.

Our Record of Need currently shows:

- 31 children at 'On Alert' level
- 13 children receiving School Support
- 3 (4) children with an Education, Health and Care Plan (with a further 3 going through the application process)

We monitor the quality of this provision by carrying out termly reviews (Provision Plan Reviews) of progress towards individual targets.

We measure the impact of this provision by using tracking data from a baseline assessment where points progress in reading, writing and maths can be measured as well as collating evidence of progress towards specific individual targets.

**Support Staff Deployment:**

Support staff are deployed in a number of roles:

- 1 to 1 Teaching Assistants (TA) for children with specific learning difficulties as outlined in their Education, Health and Care Plan
- Small group or individual intervention where children with SEND are part of a group receiving a specific programme of work

We monitor the quality and impact of this support by annual Performance Management Reviews and the progress of the children concerned.

**Distribution of Funds for SEND:**

This year, the allocated budget for SEND and Inclusion was £64,419

To support this, the school received £0 of High Needs Funding

The school also received £17,735 of SEND Top-up funding

This was allocated in the following ways:

- Support staff for children with EHCPs - £32,338

In addition to the funding allocated to support children with EHCPs, the school allocated further funding for the following:

- Additional support staffing for children at ‘School Support’ - £12,740
- External Service (See school offer for details) - £900
- Teaching and Learning Resources - £706
- Staff Training - £0 for external training opportunities, but training has been provided in house or by external providers with no charge

**Continuing Development of Staff Skills**

<b>Whole Staff Training (Information in brackets denotes who provided the training)</b>	<b>Teacher Training (Number in brackets denotes how many attended this training)</b>	<b>Teaching Assistant Training (Number in brackets denotes how many attended this training)</b>
Record of Need Update Session (SENCo)	Support regarding students with possible DLD (1)	Support regarding students with possible DLD (1)
DLD Training (Roisin Gray and Rachel England)		

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

We work with a number of schools in the following ways

- Transition meetings are held with Secondary School SENCos to inform on children with SEND joining them
- Similarly, transition meetings are held with nurseries and pre-schools to receive information about children with SEND joining our school

- The SENCO meets termly with other SENCOs through virtual Network Meetings to ensure up to date knowledge, receive snapshot training and share good practice

We support the transition from one year group to another by holding annual review meetings and transition meetings between internal staff.

The transition from Year 6 to Secondary School is supported through transition meetings with the Head of Year 7 and the Secondary School SENCO.

Parents are included in this process through regular review meetings and transition meetings. They are also encouraged to keep regular contact with the school through Class Dojo, home-school books or by arranging a meeting with their child's class teacher or 1 to 1 TA.

#### **Ongoing Development:**

We work hard to ensure that any areas of support from 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 Improvement Plan which, where appropriate, includes a SEND Development / Action Plan. This can be found on our school website.

#### **Our Complaints Procedure:**

Anyone wishing to make a complaint with regard to SEND support and provision should discuss their concerns with the SENCO in the first instance and then if necessary refer to the school's complaints policy which can be found on the school's website. A hard copy can be obtained from the school office.

This year we have received no complaints with regard to SEND support and provision.

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

The Designated Safeguarding Lead (DSL) in our school is Hannah Pallôt.

The Deputy Designated Safeguarding Lead (Deputy DSL) is Rachel Heffer.

The Designated Children in Care person is Hannah Pallôt.

The Local Authority's Offer can be found at <https://fis.cornwall.gov.uk/synergyweb/CornwallFIS/>

Our Accessibility Plan can be found on our website.

A copy of our School Improvement Plan can be obtained from the school office. A summary of the School Improvement priority areas can be found on our school website.

Our SEND Policy and School Offer and Information Report (our contribution to the Local Offer) can be accessed via the links on our website.

Details about our curriculum, including about how it is made accessible to children with SEND, is outlined in our School Offer.

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 18<sup>th</sup> July 2024.