



Every Moment Matters

SENCo Annual Report to Governors 2025-2026

Name of SENCO: Katie Rawlings

Dedicated time weekly: 12 hrs

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Name of Special Educational Needs (SEN) Governor: Kitty Teff

School Offer / Information Report: July 2026

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, or 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 (as required)	Teachers, TAs	Daily
Class Dojo	Teachers, TAs	Daily
Provision Plan meetings	Teachers, TAs (SENCo as required)	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, Communication Support (and associated training)

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:

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

Sensory and / or Physical Needs:

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

During the 2025/2026 academic year, there have been 7 children with Education, Health and Care Plans receiving SEN Support. 1 of these children is dual registered between our school and Nine Maidens AP Academy and attends there full time. 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 referred on to external professionals or supported in school as required. 3 children have been referred to CAMHS. The school has undertaken 7 Neurodevelopmental Profiling Tools this year and 10 children have been put through to the consultation stage of the Neurodevelopmental Pathway. There have been 5 applications for an EHCP this year. Two of these have been finalised and three are currently awaiting a decision at Part 2. For these final three children, 'Support Whilst Waiting With SEND' (SWWWS) funding has been applied for. 12 units have been granted as a temporary measure for two children; one application is currently in process. There are no children coming into EYFS with an EHCP in place although one is currently going through the application process. Referrals have been made to the following Local Authority or NHS services: numerous children and their families to the Early Help Hub; 2 children to the Communication Support Team; 3 children to the Speech and Language Therapy Service; 2 children to EIIT; 2 children have pursued the 'Right to Choose' pathway; 6 children to the Cognition and Learning team; 4 children to the Physical and Medical Needs Advisory Service; 2 children to Occupational Therapy; and 2 children to the Autism in Schools Team. The school has continued to enlist the support of the Local Authority to find alternative provisions for a child who was not attending school. This child successfully moved to another local Primary school and is due to start at a local Secondary school in September 2026.

Our Record of Need currently shows:

- 36 children at 'On Alert' level
- 21 children receiving School Support
- 7 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.

We also monitor and measure the impact of whole class provision through Class Provision Maps to support those children with varying levels of need, including those who are not on our Record of Need.

Support Staff Deployment:

Support staff are deployed in a number of roles:

- 1 to 1 Teaching Assistants (TAs) 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
- Pastoral support from a fully trained ELSA member of staff either in sibling groups, small friendships groups or individually.

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 annual spending for SEND and Inclusion (not all budgeted) was £121,198

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

The school also received £43,584 of SEND Top-up funding and £4,284 of Reintegration funding

This was allocated in the following ways:

- Support staff for children with EHCPs - £45,771

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' - £30,926
- External Service (See school offer for details) - £11,857
- Teaching and Learning Resources - £234
- Staff Training – All training this year was either provided in house or via the PINS Project, for which there was no additional cost involved.

Continuing Development of Staff Skills

Whole Staff Training (Information in brackets denotes who provided the training)	Teacher Training (Number in brackets denotes how many attended this training)	Teaching Assistant Training (Number in brackets denotes how many attended this training)
PINS Project Initial Training (online with PINS Support Worker)	Inclusion Conference (2)	Communication Support – non-verbal communication (1)
Barriers to Learning (Cognition and Learning Team)	Planning with Educational Psychologist (1)	Communication Support – Bespoke learning (1)
Vigere Occupational Therapy – sensory processing	SEND Centre of Excellence (2)	ELSA (1)
Communication Friendly Classroom (SALT)	NPQSEND (2)	PINS Conference (1)
	Educational Psychologist Whole Class Provision (3)	Fun Fit (1)
	PINS Conference (1)	

We have also provided training to parents this year through the PINS Project, Cognition and Learning Team Parent Cafes and Autism Team Parent Cafes.

Parent Drop-in sessions have been provided in school through the Family Support branch of the Early Help Hub.

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
- The SENCO facilitates the NPQSEND
- The SENCO and Head Teacher regularly attend CAPH SEND meetings

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 the SENCO.

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 Ben Teasdale.

The Deputy Designated Safeguarding Lead (Deputy DSL) is Mary Arthur.

The Designated person for Looked After and Previously Looked After Children is Katie Rawlings.

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 22nd September 2026.