



SEND Information Report – July 2019

Name of SENCo: Judith Green

Dedicated time weekly: 1 day

Contact email: judith@landewednack.cornwall.sch.uk Contact Phone Number: 01326 290337

Name of SEND Governor: Lyn 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

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 After School Club
 - Readers
 - Scribes
 - KS2 SATs Access Arrangements



- ✓ Social, Emotional and Mental Health :
 - 1:1 with private Counsellor in school
 - Play Therapy, small group or 1:1
 - Art Therapy
 - Social/Emotional Skills individual and small group sessions
 - Singing day
 - Buddies
 - Trusted Adult
 - Access to Lighthouse/Sensory Room
 - Access to Forest School
- ✓ 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 2018/2019 academic year, 24% of the children were on the School Record of Need with a further 34 pupils “on alert”. 1 child has an Education, Health and Care Plan.

We monitored the quality of this provision by Lesson Observations; Book & Planning Scrutiny; Pupil Conferencing; Learning Walks.

We measured the impact of this provision by half termly quantitative assessment and ongoing qualitative assessment.

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
- ✓ Supporting at Afterschool Clubs
- ✓ Running Afterschool Clubs
- ✓ Breakfast Club
- ✓ 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
Childhood Bereavement & Critical Incident	J.Green	Remember Me training – Penhaligon's Friends
Draw & Talk - SEMH	J.Green, L.Jones	Draw & Talk intervention – Jo Flynn, Ed. Psych.
Wild Tribe – outdoor nurture	V.Holden	Callington Community College at Trannack School
Social Communication/ASD	All staff	Strategies and resources for supporting children with any social communication need – Andrew Mercer
ASD	L.Hill and C.Humby	Strategies and resources for supporting children with ASD – Andrew Mercer
Emotional Well-Being	K.Hughes and V.Holden	Trauma Informed Schools
Writing an EHCP	J.Green	Support for EHCP process – Andrew Mercer
Autism and girls	C.Humby	Heartlands – Andrew Mercer
Music Therapy	J.Green	Conference – Cornwall Music Service Trust
Diabetic Training	K.Hughes, M.Nicholas & T.Mitchell	Training to support child with diabetes – school nurse
ACE's	All staff	Creative ways to help children who have experiences Adverse Childhood Experiences – Esther Tomlinson – Eden CAPH Conference.

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.
- ✓ Transition into Little Lizards Nursery from home.
- ✓ Transition into Reception Class from Independent Nurseries and our school nursery.
- ✓ Transition into Landewednack School from other mainstream schools.

Children from our Nursery Little Lizards share a playground with our Early Years class, which ensures that the transition from Nursery to Reception is always smooth. During the summer term staff ran storytime sessions for the Nursery children coming to school to join the Reception children.

We supported the transition from one year to the next by holding 2 transition days in July, where all the children spend the day with their new teacher. The year 6's spent the days at Mullion Secondary school, being allowed to travel on the school bus, and enjoying a cluster sports day with all the local feeder primary schools.

We also organised extra visits for some Year 6 children, who went to the secondary school with their parents and a member of staff. This allowed extra time to familiarise themselves with the layout of the school and the running of the school day, and they spent time getting to know the SENCo.

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 SEND 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 2018/19 was Ms Helen Beirne.

The Designated teacher for Looked-After Children in our school 2018/19 was Mrs 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 October 18th 2019