ST WENN, BODMIN, PL30 5PS

Headteacher Mrs S Berry

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SEND Annual Information Report – July 2019

Name of SENCo: Michelle Smith

Dedicated time weekly: 1 morning every half term

Contact email: msmith@berrycombe.cornwall.sch.uk

Contact Phone Number: 01208 74969

Name of SEND Governor: Naomi Mathers

Our ‘School Offer’ can be found on our website

**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 SEN. This is included on our ‘Graduated Response’ and lesson observation forms
* An inclusive, differentiated and personalised approach to enable all learners, including those with SEND, to engage with all aspects of school life.
* Refer to our Teaching and Learning Policy

**Our Graduated Response for Learners:**

* Continual monitoring of the quality of teaching. Termly lesson observations and learning walks.
* Identifying and tracking the progress of children/young people that require support to catch up by: Pupil Progress meetings, monitoring and intervention.
* Identification of children requiring SEND Support and initiation of “assess, plan, do, review” cycle. Children are identified prior to ‘assess, plan, do, review’ as being on ‘alert’ (stage 2 of our ‘Graduated Response’) and lesson plans include personalised learning which is ‘different to and different from’ the rest of the class.
* Consideration of application for Education, Health and Care Plan. External agencies are involved prior to consideration.
* 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 teacher refer to the SENCO – Our graduated response sheet guides teachers through the step by step process of decision making regarding additional needs or different provision. If a child is deemed to be on stage 2 (on alert), the SENDCo is alerted. On stage 3, the SENDCo is directly involved in monitoring and assessing the children on our record of need
* Ongoing core-curriculum assessments. Internal termly assessments using Rising Stars. Results are recorded on Mappix internally and pupil progress meetings with staff identify concerns.
* Tracking progress using data.
* Further assessments by specialists, including those from external agencies, where necessary.

We take a holistic approach for 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 listened to the views of children and their parents:**

|  |  |  |
| --- | --- | --- |
| **What** | **Who** | **When** |
| Informal Discussions | All pupils | Daily |
| Parents’ Evenings/Reports | All pupils | Parents’ Evenings twice a year. Reports annual. |
| Home-School Book if required | Individual children | Daily |
| Assess, Plan, Do, Review meetings with parents | Pupils on School Record of Need. Stage 3 | Termly |
| Team Around the Child/Family Meetings if required | Individual pupils | At least Half Termly |
| School Council | Representatives from all Class | Termly but with new adult leader, this will to become half termly from September 2019 |
| Questionnaires | All pupils, parents and staff | Annually. February |
| Parent Forum | Class Parent Representative | Half termly |
| General SEND Meeting. Included in staff meetings on weekly agenda if required. Included in termly Governor Head’s report. | Teachers and Governors | Staff meetings are held weekly and reference to SEND children made if required. |

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

For children on our Record of Need, an ‘Assess, Plan, Do, Review’ cycle is established by the school SENDCo in partnership with the children, their parents and the class teacher. Please see our SEND Policy for further details.

This year, provision made for children on our Record of Need has been:

* Communication and Interaction – Speech and Language therapy with class TA and Speech therapist if required
* Cognition and Learning – Small group work/individual support ; Intervention focused on areas of need
* Social, Emotional and Mental Health – Small group/individual work; Intervention focused on areas of need
* Sensory and/or Physical Needs – Intervention focused on areas of need – eg. Fun fit sessions

During the 2018/2019 academic year, we had 10 children receiving SEND Support on Stage 3, or above, and 1 child with an Education, Health and Care Plans.

We monitored the quality of this provision by lesson observations, monitoring of interventions and internal tracking data.

We measured the impact of this provision by outcomes of internal and external 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
* PPA Cover (TAs)
* First Aid
* Support for medical needs if required

We monitored the quality and impact of this support by TA appraisals and monitoring of interventions and attainment.

**Distribution of Funds for SEND:**

SEND funding was allocated in the following ways:

* Support staff
* External Services (See School Offer)
* Teaching and Learning resources
* Well-Being Provision
* Staff training

**Continuing Development of Staff Skills:**

Individuals’ SEND CPD this year:

|  |  |
| --- | --- |
| **Area of Knowledge/Skill** | **Role of Staff undertaking cpd** |
| Trauma Informed Schools | X 2 TAs – whole staff training by TAs |
| Dyslexia | X 1 TA and X1 teacher |
| LGBT | Whole staff training – teachers and support staff |
|  |  |

After any staff member has attended any CPD training they feed back to the Head teacher, teachers and other staff members as required. TAs have lead INSET training sessions on courses they have attended.

A self-evaluation form regarding the training requirements of SEND has been completed by all members of staff. This will feed into our SEND school action plan for September 2019.

**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 from Y6 to secondary school involves partnerships with currently 3 secondary schools to ensure children are prepared for this move – Bodmin College, Wadebridge and Newquay Tretherras.
* Our SENDCo is also SENDCo at Berrycombe School. Although she has been off covering maternity this year, we have still used her for advice and resources (eg Dyslexia screening support)

This year, 1 child (Y6) requiring SEN Support, and 0 children with Education, Health and Care Plans joined us from other schools.

Three children on our Record of Need, in 2018/19, will be transitioning onto their secondary education in September 2019.

We ensured that the transition into our Nursery is smooth by holding open days/taster sessions and having a staggered entry at the start of the school year. Parents also have an information meeting with the class teacher.

We supported the transition from our Nursery and other local nurseries into our Reception class by having transition days. On our second transition day there was an information meeting for parents, lead by the class teacher. At St Wenn we are lucky to have our own nursey on site, which is part of the YR classroom. Our nursery children, on a daily basis, have the opportunity to work alongside our YR children, which supports the transition from nursery into YR.

We helped children to make the move from the Early Years Foundation Stage to KS1, and from KS1 to KS2 by holding transition days. As we are a small school, the children are familiar with all the staff in our school and regularly mix with children from different key stages during various times of the school day; this makes the process of transition easy. If a child is new to the school, they are offered extra transition days if required.

The transition from year 6 to secondary school has been supported through: visits to our school from the Head of Year of the relevant Secondary Schools; visits from the children to their chosen secondary school. Each secondary school does their transitions differently – from a whole week to one day. All secondary schools provide extra intervention days for children who may need them.

For children with SEND, we also enabled direct contact between the secondary School and parent to arrange extra transition visits and extra meetings with the class teacher for handover of information.

Parents were included in this process through meetings, emails and phone calls to ensure communication channels were open and links with secondary schools in place.

**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 these improvements. From September 2019 we will do this through our SEND Development/Action Plan, which is referenced in our School Development Plan..

**Our complaints procedure:**

Anyone wishing to make a complaint with regard to SEND support and provision should contact the school SENDCo: Michelle Smith

This year we received 0 complaints with regard to SEND support and provision.

**Other relevant information and documents:**

The Designated Safeguarding Lead in our school is Sally Berry (Headteacher)

The Designated Children in Care person in our school is Sally Berry (Headteacher)

The Local Authority’s Offer can be found at <https://www.cornwall.gov.uk/education-and-learning/schools-and-colleges/special-educational-needs-file/cornwall-send-local-offer/>

Our Accessibility Plan can be found on our school website.

The School SEND Development plan can be found on our website, alongside our whole school development plan.

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

Details about our curriculum, including how it is made accessible to children with SEND, can be viewed on our website

Details of how we keep children safe can be found in our Safeguarding Policy, which can be viewed on the school website.

Our SEND Policy, School Offer and Annual SEN 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 SEN Information Report on…