



Breage Church of England Primary School's Information Report

Name of SENCo: Mrs Megan Bungay

Dedicated time weekly: Wednesday PM

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Contact Phone Number: 01326 573641

Name of SEND Governor: Mr James Scorey

School Offer link: www.supportincornwall.org.uk

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 SEND, to engage with all aspects of school life.
- ✓ Refer to Teaching and Learning Policy

Our Graduated Response for Learners:

- ✓ Continual monitoring of the quality of teaching
- ✓ Identifying and tracking the progress of children/young people that require support to catch up by;
 - ongoing teaching assessments,
 - recorded progress of interventions,
 - termly target setting
 - multi-agency reports
- ✓ Identification of children/young people requiring SEND Support and initiation of “assess, plan, do, review” cycle.
- ✓ Consideration of application for Education, Health and Care Plan.
- ✓ All children/young people identified as requiring SEND Support, or with an Education, Health and Care Plan (or statement) are on our Record of Need.

How we identify children/young people that need additional or different provision:

- ✓ Class teacher refers to SENCO when pupils are;
 - not making progress despite differentiation of work in class
 - when pupil attainment fails to meet age related expectations and continues to do so
- ✓ Ongoing curriculum assessments
- ✓ Tracking progress using data
- ✓ Further assessments by specialists, including those from external agencies

We take a holistic approach by 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 SEND, is set out in our School Offer. Our measures to prevent bullying can be seen in our Anti-bullying policy.



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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	All pupils	Twice per year
Reports	All pupils	Once a year
Home-School Book	Individual children	Daily
Assess, Plan, Do, Review meetings	Pupils on School Record of Need or who are working below national expectations	Termly
Team Around the Child/Family Meetings	Individual pupils	At least Half Termly
School council	Representatives from years 1-6	Half termly
Questionnaires	All pupils and parents	Annually

The Assess, Plan, Do, Review Cycle:

For children/young people on our Record of Need, an Assess, Plan, Do, Review cycle will be established by the SENCO in partnership with the child/young person, their parents and the class teacher. These review meetings will occur at least once a term and the provision to meet the child's needs will be discussed and reviewed every 6 weeks. New SMART targets will be set at least termly. Please see our SEND Policy for further details.

During the academic year 2021-2022, provision made for children/young people on our Record of Need has been:

- ✓ Communication and Interaction – Speech and Language therapy delivered by teachers, support through use of a therapy dog, communication support through TIS intervention, 1:1 ta support for speech and language activities.
- ✓ Cognition and Learning – 1:1 and small group maths, individual and group tutor support for maths and literacy, SPAG and spelling interventions led by teachers and teaching assistants, Nessy intervention to support reading and spelling, dyslexia friendly tools, specialised SAT's arrangements, additional transition, priority reading lists, additional TA's in classes to support the high level of need.
- ✓ Social, Emotional and Mental Health – TIS intervention led by two trained TA's to meet social and emotional needs. Children have also benefitted from a visits from a therapy dog. The school have also worked closely with the CAMH's service and the educational psychology service.
- ✓ Sensory and/or Physical Needs –TA worked with children to support their sensory needs. A sensory toolkit is used by staff to support sensory needs. Use of sensory boxes are used in each class and movement breaks are encouraged.

During the 2021/2022 academic year, we had 13 Children receiving SEND Support and 1 children with an Education, Health and Care Plan.



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We monitor the quality of this provision by:

Annual reviews
Lesson observations
SEND walks around the school
Pupil progress (plan, do, review) meetings
Book scrutiny
Parent discussions
Governor visits

We measure the impact of this provision by:

Reviewing the impact of interventions
Attainment reviews
Progress within national curriculum or P scales
Monitor pupil well-being using TIS assessments
EYFS Outcomes

Support Staff Deployment:

Support staff are deployed in a number of roles:

- ✓ 1:1 support
- ✓ Small group support
- ✓ Running interventions
- ✓ Nurture groups
- ✓ Break and lunch time support
- ✓ school clubs
- ✓ First aid support for medical needs

We monitor the quality and impact of this support by;

- ✓ Lesson observations
- ✓ SEND walks around the school
- ✓ Pupil progress meetings
- ✓ Book scrutiny
- ✓ Performance management
- ✓ Intervention impact and review



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✓ Pupil well-being

Distribution of Funds for SEND:

SEND budget was allocated in the following ways:

- ✓ Support staff
- ✓ External Services
- ✓ Teaching and Learning resources
- ✓ Staff training

Continuing Development of Staff Skills:

<u>Area of Knowledge/Skill</u>	<u>Staff Member</u>	<u>Training Received</u>
SEN Network meetings	SENCO	Updates every term
Staff Inset day	All staff	Safeguarding training for all staff
Staff Inset day	All staff	TIS awareness training
Phonics and reading information session for TA's and Parents	Teacher	Information session for TA's and parents on how to support children's reading and writing
Somerset Literacy network meetings	Teacher/ Literacy coordinator	Termly updates on the best practices in literacy
TIS Training	1 xTA	Training given on how to support the social, emotional wellbeing of children.
Phonological awareness training	2x Teacher	Training to support early speech and Language
Dyslexia screening training	2 x teacher	Training to support early language.
SEN	SENCO	SEN Services Southwest training on legal requirements of a SENCo
Area disadvantaged SEN meetings	SENCO	July 2021

We monitor the impact of this training by:

- Whole staff meetings to discuss recent training,
- Lessons observations,
- Performance management ,
- Pupil progress,
- Reviewing interventions,

Partnerships with other schools and how we manage transitions:

We work with a number of schools in the area in the following ways:

- ✓ Attend SENCO network meetings
- ✓ Work closely with the feeder secondary school for smooth transition



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- ✓ Close work with SEND champions from secondary school
- ✓ Transition sessions within school and secondary school.
- ✓ Sharing best practice in our MAT

This year, 1 child requiring SEND Support came to us from other schools, no children with an Education, Health and Care Plan came from other schools.

5 year 6 children on our Record of Need in 2021/22 made a successful move to secondary school.

We ensure that the transition from Nursery to Reception is smooth by having a mixed aged Nursery, reception and year 1 class.

We support the transition through the classes by having a whole school transition day whereby all children spend a day in their new classes. We also share whole school events like sports day and whole school outings in the summer term. School use a buddy system whereby older children often work with younger children at numerous opportunities throughout the school year.

The transition from year 6 to secondary school is supported through working closely with our feeder secondary school. Extra transition days are provided for children who require it. A meeting with the secondary SENCO is arranged to discuss the individual children on the record of need, who are moving to secondary school.

Parents are included in this process through;

- Regular parent meetings and updated information on transition sessions/days.
- Comments on children's end of year reports for parents on how to help their child through the transition process.
- Help and support to get them in contact with secondary school SENCO's and find out information on how their children's needs will be met in secondary school.

Ongoing development:

We work hard to ensure that any areas of support for our learners that can be improved are identified. Strategies are put in place to make those improvements. We do this through our School Development Plan and our SEND Development/Action Plan. This can be found at the request of the head teacher.

Our complaints procedure:

Anyone wishing to make a complaint with regard to SEND support and provision should in the first instance, speak to the SENCO. If you have further concerns, please refer to our complaints policy which can be found at the request of the head teacher.

Other relevant information and documents:

The Designated Safeguarding Lead in our school is the Head Teacher, Lisa Holliehead.

The Designated Children in Care person in our school is the Head Teacher, Lisa Holliehead.

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



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Our SEND Policy and School Offer (our contribution to the Local Offer) can be accessed via the links on our website: <http://www.breage.cornwall.sch.uk/website>

Details about our curriculum, including how it is made accessible to children/young people with SEND, can be viewed in our SEND policy, which can be found 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 SEN Information Report in the Autumn term 2022.

Date to review: End Summer term 2023