



Special Educational Needs & Disabilities (SEND) Annual Report For: Sky Primary and Eden Project Nursery Academic Year: From September 2022 to July 2023

Name of SENDCo: Emma Vyvyan

Name of Assistant SENDCo : n/a

Dedicated time weekly: n/a

Contact email: sky@kernowlearning.co.uk

Contact Phone Number: 01726 438609

Name of SEND Governor: Zena Walker

School Offer can be found on our website sky.kernowlearning.co.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 interventions.
- ✓ 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 are on our Record of Need.

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

- ✓ Class teacher refers to SENDCO - criteria
- ✓ Ongoing curriculum assessments
- ✓ Tracking progress through pupil progress meetings using data, and assessment check points
- ✓ 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.

How we listen to the views of children/young people and their parents:

<u>What</u>	<u>Who</u>	<u>When</u>
Informal Discussions	Class Teacher SENDCO Teaching Assistant	When required
Parents' Consultations	Class Teacher	Termly
Home-School communication (where required)	Teacher/Teaching Assistant	As appropriate
Assess, Plan, Do, Review meetings	SENDCo	Termly

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 our school SENDCO in partnership with the child/young person, their parents and the class teacher. Please see our SEND Policy for further details.

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

- ✓ Communication and Interaction – Details of Provision – SENDCo for parents and children, interventions, speech and language, Teaching Assistants delivering specific programmes where appropriate
- ✓ Cognition and Learning – Details of Provision – Dyslexia inclusive support, phonics and numeracy interventions, ipads, laptops
- ✓ Social, Emotional and Mental Health – Details of Provision – Trauma Informed schools practice, PSHE lessons, sensory breaks and sensory toys.
- ✓ Sensory and/or Physical Needs – Details of Provision - Sensory area, TA Physio, disabled access – as appropriate to meet needs e.g. changing mat, writing slopes, pencil grips, ipad, laptops.

SEND needs reporting during ...			
	Autumn term	Spring term	Summer term
Register of SEN Support (SS)	No. 8	8	8
Statement / Education Health Care Plans St/EHC (Nat: 1.3%)	0	0	0
Total SEN (Nat 12.2%)	8	8	8
No. SEN also PP % of such pop	8	8	8

Summary of needs/ changes through the year

During 2022-23 academic year, we had 1 child receiving SEND Support and 0 children/young people with Education, Health and Care Plans (EHCPs). Throughout the year 2 children have moved to notice and focus , prior to SEN

support, following monitoring, reviewing in pupil progress meetings and all staff using Development Matters and assessment for GLDs. These children have been assess using Wellcome Pack SLCN with a focus on speech and language. Currently we have decided not to complete the process of collecting evidence and applying for EHCP's for 1 child as reviewing the LA's graduated response guide the case is below threshold and we are able to support within school resources – the child is making progress in learning and daily routines. Therefore 0 applications have progressed to part 2 and 0 EHCP were awarded.

We monitor the quality of this provision by Early Support TAC meetings, Annual Reviews, Informal meetings and Parent consultations and monitoring progress.

We measure the impact of this provision by IEP's, record of assessment, children's progress

Support Staff Deployment:

Support staff are deployed in a number of roles:

- ✓ Teaching Assistants with developing roles e.g. SLCN

We monitor the quality and impact of this support by informal discussions with parents and class teachers, class observations and performance management.

Provision and impact

Support identified	Impact of the support
Classroom strategies	<p>In future we will follow recommendations from professionals: Educational Psychologists, Occupational Therapists, Speech and Language, School Nurses, CAMHS and Vision and hearing impairment advisors.</p> <p>Positive impact indicators - Professional advice provides guidance, support and structure for staff.</p>
Sensory based strategies	<p>Curriculum opportunities – Sensory timetables/resources, activities and individual exercise plans.</p> <p>Positive impact indicators - pupil's well-being and meeting pupils sensory needs.</p>
Speech and language support	<p>Support by SAL therapists and TA's following SALT targets. Ongoing CPD and support with KL Trust S&LT for staff and pupils.</p> <p>Mabletherapy – 1 child per academic year referral in agreement with family</p> <p>Positive impact indicators - increased progress for pupils communication skills</p>
SEN 1:1 support	<p>Individually tailored support enabling these pupils to:</p> <ul style="list-style-type: none"> • make progress in specific areas, • engage with learning more successfully, • be included with their peers, • be able to access appropriate environments • have learning broken down into small steps at differentiated levels • make use of recommended programmes and appropriate resources

	Positive impact indicators - IEP targets reviewed and developed to ensure progress and engagement with curriculum; parent/carers involved.
--	--

Funding

This was allocated in the following ways:

- ✓ Support staff – 1:1 Teaching Assistants
- ✓ External Services (See School Offer) – Educational Psychologist, SALT.
- ✓ Teaching and Learning resources
- ✓ Staff training – via SENDCo Trust network offer; Cornwall Council SEND Network

CPD-

<u>Area of Knowledge/Skill</u>	<u>Staff Member</u>	<u>Training Received</u>
SENDCO	Emma Vyvyan	<ul style="list-style-type: none"> ➤ Thrive and TIS Practitioner and trainer ➤ Termly trust SEN do it days. ➤ Regional SEND Lead – Whole School SEND ➤ PRICE Train the Trainer
Class teachers and TA's	All class teachers and TA's	Safeguarding Training Ongoing Inclusion CPD Read Write Inc.

Whole school training this year will included: Safeguarding training and Read Write Inc. In addition, targeted in house training will take place during teaching staff meetings and TA meetings.

We monitor the impact of this training by IEP targets, children's progress, staff observations and performance management.

Partnerships with other schools and how we manage transitions:

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

We will ensure that we will liaise with all local settings where children may have previously been attending – for instance Naturally Learning Nurseries – to enable all individual needs are understood, met and that families are able to share their experiences and are involved in provision going forward.

We ensure that the transition from Nursery to Reception is smooth by, staff/parent and child outdoor learning activity sessions, attending TAC's, phone calls to settings and parents, family induction meetings, parent meetings with SENDCO focus, sharing a school video about Early Years and producing a transition book. A planned calendar of events and activities will also be available during the Summer Term.

We will support the transition from Reception to Year 1 by facilitating transition sessions in new classes with new teachers, communication passports, transition books, and TA's lead informal time with new teachers, letters and leaflets informing parents of the transition and what to expect.

We will help children to make the move from year 2 to 3 by facilitating transition sessions in new classes with new teachers, communication passports, transition books, TA lead informal time with new teachers, letters and leaflets informing parents of the transition and what to expect.

The transition from year 6 to secondary school will be supported through school visits; secondary teachers sharing video messages, visiting our school, Secondary school based lessons and question and answer sessions with tutors. Literature sent home from Secondary. SENDCO and Headteacher are available to discuss the transition process with parents and liaise with secondary school staff (whenever required).

For children with SEND, we also facilitate additional school visits, virtual transition meetings with the secondary school, invite the secondary school to TAC's and document transition information in TAC's and Annual Reviews.

Parents are included in this process through parental meetings, TAC meetings and Annual Reviews and arranged visits.

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/Action Plan.

Our complaints procedure:

Anyone wishing to make a complaint with regard to SEND support and provision should refer to the school complaints policy.

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

Other relevant information and documents:

The Designated Safeguarding Lead in our school is Emma Vyvyan

The Deputy Designated Safeguarding Lead is Emily Ford

The Designated Children in Care person in our school is Emma Vyvyan

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

Our Accessibility Plan can be found on our website www.sky.kernowlearning.co.uk

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

Details about our curriculum, including how it is made accessible to children/young people with SEND, can be viewed from the link on our website www.sky.kernowlearning.co.uk

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 Local Governing Body will approve this SEND Information Report annually in September each year.