

Special Educational Needs & Disabilities (SEND) Annual Report For: St Columb Major Academy Academic Year: 2022/2023

Name of SENDCo: Marie Taylor

Name of Assistant SENDCo : Penny Cherry

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Name of SEND Governor: Charlie Roose

School Offer can be found on our website <https://www.scmajor.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, adapted 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
- ✓ Ongoing curriculum assessments
- ✓ Tracking progress through pupil progress meetings 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.

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 Assistant SENDCO Teaching Assistant	When required.
Parents’ Consultations	Class Teacher	Termly

Home-School Books (where required)	Teacher/Teaching Assistant	Daily
Assess, Plan, Do, Review meetings	Assistant 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 and Assistant 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 – PSA for parents and children, School Council, interventions, fun fit, speech and language, Teaching Assistants delivering Physio, OT's programs, playground buddies.
- ✓ Cognition and Learning – Details of Provision – Dyslexia class toolkits, overlays, phonics and numeracy interventions, ipads, laptops
- ✓ Social, Emotional and Mental Health – Details of Provision – Trauma Informed schools practice, Trusted Adults, PSHE lessons, PSA, sensory Room, breaks (outdoor, hall, sensory room), sensory toys and forest school.
- ✓ Sensory and/or Physical Needs – Details of Provision - Sensory Room, TA Physio, disabled access (slopes, toilet seat and bars), walker, x Panda chair, standing frame, Scallop seats, changing mat, writing slopes, pencil grips, ipad, laptops, swimming provision where advised by Physiotherapist.

SEND needs during 2022/23			
	Autumn term 369 on roll	Spring term 365 on roll	Summer term 364 on roll
Register of SEN Support (SS)	42 pupils 11.4%	40 pupils 10.9%	45 pupils 12.36%
Statement / Education Health Care Plans St/EHC (Nat: 1.3%)	10 EHCP 2.7%	10 EHCP 2.7%	10 EHCP 2.75%
Total SEN (Nat 12.2%)	52 pupils 14.1%	50 pupils 13.7%	55 pupils 15.11%
No. SEN also PP % of such pop	15 pupils 4%	18 pupils 4.9%	23 pupils 6.3%

Summary of needs/ changes through the year

During 2022/23 academic year, we had 46 Children/young people receiving SEND Support and 10 children/young people with Education, Health and Care Plans (EHCPs). Throughout the year children have stepped up from 'on alert' to SEN support following monitoring, reviewing in pupil progress meetings and all staff using the trust's IEP level indicator. In addition, we completed the process of collecting evidence and requested an EHCP needs assessment for 6 children, 3 requests have progressed to part 2, 3 requests were unsuccessful.

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, pupil progress meetings.

Support Staff Deployment:

Support staff are deployed in a number of roles:

- ✓ Assistant SENDCO
- ✓ Teaching Assistant
- ✓ Parent Support Advisor (PSA)
- ✓ Trauma Informed Schools Practitioners (3)

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	Continued to follow recommendations from professionals: Educational Psychologists, Occupational Therapists, Speech and Language, School Nurses, CAMHS and Vision and hearing impairment advisors. Positive impact provides guidance, support and structure for staff.
Out of class strategies	Outdoor learning (including forest school and EYFS mud Kitchen), Fun fit, activities and individual exercise plans. Positive impact on pupil's well-being and meeting pupils sensory needs.
Speech and language support	13 pupils received support by SAL therapists and TA's following SALT targets. Positive impact
SEN 1:1 support	Individually tailored support. 10 pupils received this provision. Enabling these pupils to: <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 adapted levels • make use of recommended programmes and appropriate resources Positive impact

Funding

This was allocated in the following ways:

- ✓ Support staff – 1:1 Teaching Assistants, PSA
- ✓ External Services (See School Offer) – Educational Psychologist, Behaviour Consultant.
- ✓ Teaching and Learning resources.
- ✓ Staff training

CPD

<u>Area of Knowledge/Skill</u>	<u>Staff Member</u>	<u>Training Received</u>
SENDCO	Marie Taylor	<ul style="list-style-type: none">➤ Trauma Informed Schools Practitioner Supervision➤ Termly trust SEN do it days.
Assistant SENDCO	Penny Cherry	<ul style="list-style-type: none">➤ Trauma Informed Schools supervision (Termly)➤ Termly trust SEN do it days➤ Moving and handling training
Class teachers	All class teachers	<ul style="list-style-type: none">➤ Equality and diversity training➤ Dyslexia training
Class teachers and TA's	All class teachers and TA's	Safeguarding Training Window of tolerance training
Class teachers and TA's	Year 1	Moving and handling Tube feeding training
Parent Support Advisor	Penny Cherry	PSA peer support

Whole school training this year has included: Safeguarding training, bubbles to protect, ASD and equality and diversity training for teachers. In addition, targeted in house training took 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:

- ✓ Kernow Learning schools – SEND Do it days and school visits.
- ✓ Treviglas Community College – Transition of children to secondary school.
- ✓ Tretherras – Transition of children to secondary school.
- ✓ Bodmin ARB – Transition to secondary school ARB.
- ✓ Pencallenick – Transition to specialist secondary provision.

This year, 6 children requiring SEND Support came to us from our local preschool, 6 children on our Record of Need at SEND support level and 3 children with EHCPs in 2022/23 made a successful move to secondary school.

We ensure that the transition from Nursery to Reception is smooth by inviting parents and children to learning together sessions, attending existing TAC's, phone calls to settings and parents, PSA meetings, parent meetings with SENDCO, Early Years visits and producing transition books.

We 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 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 is supported through school visits (whole class and small group), secondary teacher visits, lessons and question and answer sessions with tutors. Literature sent home from secondary. SENDCO and PSA are available to discuss the transition process with parents and liaise with secondary school staff (if 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. This can be found at <https://www.scmajor.kernowlearning.co.uk>

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 Marie Taylor

The Designated Children in Care person in our school is Marie Taylor

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

Our Accessibility Plan can be found on our website <https://www.scmajor.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 <https://www.scmajor.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 Governing Body approved this SEND Information Report on 19th October 2023.