

Where every person matters, every person helps, every person succeeds so that each of us can 'live life in all it's fullness' (John 10:10)

# Special Educational Needs Information Report 2021-22



We aim to rise above the ordinary and promote excellence by providing a positive, inclusive environment for learning and growth. Inspired by our faith in Christ, and together with our parents, churches and communities, we aim for each person to reach their full potential in body, mind, heart and spirit.

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**Headteacher:** Hannah Stevens

**Name of SENDCo:** Rachel Marsh

**Contact email:** [rmarsh@kernowlearning.co.uk](mailto:rmarsh@kernowlearning.co.uk)

**Contact Phone Number:** 01326 211910

**Name of Inclusion Governor:** Sharon Bullock

**Trauma Informed Schools Practitioners:** Nicky Sutton, Jo Hambly, Jo Rusden and Rachel Marsh

**Autism Champion:** Jo Hambly

**Link to our school website:** [www.st-francis.cornwall.sch.uk](http://www.st-francis.cornwall.sch.uk) for our SEND Policy and Accessibility Policy.

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.

### **Legislation and Guidance:**

This information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report.
- <https://www.legislation.gov.uk/ukpga/2010/15/contents> The Equality Act 2010

**Cornwall's Local Offer can be found on the Care and Support in Cornwall website:** <https://www.supportincornwall.org.uk>

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## Definition

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They may have a learning difficulty or disability if they have:

- Significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities, of a kind generally provided for others of the same age, in mainstream schools

Special educational provision is educational provision that is additional to, or different from that, made generally, for other children or young people of the same age by mainstream schools.

## Responsibility for Special Educational Needs

### The SENCO

The SENCO is Rachel Marsh, she will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of the SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated response to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively to ensure appropriate equipment and facilities are secured for children with SEND
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential providers of next phases of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

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**The SEN governor**

The SEN governor will:

- Help to raise awareness of SEN issues at local governing body meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

**The headteacher**

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

**Class teachers**

Each class teacher is responsible for:

- The progress and development of every child in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each child's progress and development and decide on any changes to provision
- Ensuring they adhere to the school's SEND policy and the requirements of the SEND Code of Practice 2015 and the Equality Act 2010

**Whole School Approach to Teaching and Learning:**

- Quality First Teach to ensure teaching for every child with SEND is good
- An inclusive, adapted and sometimes personalised approach, to enable all learners, including those with SEND, to engage with *all* aspects of the curriculum and school life.
- In order to maximise access to the curriculum for children with SEND, many adaptations are utilised. These include strategic seating, low arousal classroom environments, sensory spaces, adapted texts, use of technology, small ration groups – sometimes 1:1, among many others
- Lessons are planned to incorporate different learning styles, encourage thinking skills and develop resilient, independent learners.
- High quality teaching is complemented with carefully selected, time limited intervention

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

We make assessments of each pupil's skills and level of attainment upon entry. These assessments add to information received from previous settings, Key Stages and year groups. Class teachers make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same points
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Shows a widening of the attainment gap

This may include progress in areas other than academic attainment, for example, social and emotional development.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and wishes of the pupil and parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something additional to, or different from, is needed. If this is the case, the class teacher refers to SENCO using our Procedure for Identifying SEND flow chart. This is available to view at school by request.

Ongoing measures to inform provision are:

- Ongoing formative assessments
- Summative assessments, eg RWInc assessments every 6 weeks, Accelerated Reader Star tests, Phonics Screening, SATs, standardised reading age tests. Progress in reading Assessment (PIRA) & Progress in Understanding Maths Assessment (PUMA),
- Tracking progress using data termly
- Further assessments by specialists, including the SENCO and those from external agencies
- Boxall and 'Motional' online assessments to identify emotional and mental health needs

### Assessing and reviewing pupils' progress towards outcomes

As well as the above, for children on our Record of Need, a Graduated Response (**Assess, Plan, Do, Review cycle**) has been established by the SENCO in partnership with the child, their parents and the class teacher. A strength-based approach is always employed and termly meetings are held to review progress towards individual targets. Parents and the child make contributions towards the next round of target setting.

Please see our SEN Policy for further details.

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

- ✓ **Communication and Interaction** – Speech & Language, Social Skills Programme, Social stories, personalised work stations, 1:1 support for selected pupils, mentoring, Autism Team involvement, structured lunchtime support, availability of designated space to calm and regulate, sensory programmes, Autism Champion, classroom and curriculum adaptations, Lego therapy, Core Boards, graphics and visuals.
- ✓ **Cognition and Learning** – 1:1 RWInc, Dyslexia Screening Tests, Dyslexia friendly classrooms, Nessy online learning programme, Phonological Awareness Intervention, specialist TA support, Dynamo dyscalculia assessment, numeracy and literacy interventions, pre-teaching and pre-learning, support from the Educational Psychologist, Cognition and Learning Advisor and Kernow Learning's Specialist Dyslexia Assessor, Precision Teaching approach, learning through play provision, KS2 SATs access, working memory intervention
- ✓ **Social, Emotional and Mental Health** – learning through play provision, 1:1 TA support with Individual Support Plans, Educational Psychologist, CLEAR counselling, Pyramid Club, CAMHS, structured lunchtimes for individual pupils, family workers, social workers, bereavement counselling, Baby Seal, Dreadnought, Trauma Informed Schools intervention – individual and small group activities, Headstart Youth Facilitator, Forest School style approach, BF Adventure, Wave Project, music therapy

Supporting social and emotional health and development is a priority at St Francis. There continues to be significant investment in this area to ensure all pupils receive support at their point of need, in addition to a carefully planned and delivered PHSE curriculum. All staff have been trained in adopting a trauma informed approach and regular training ensures the emotionally attuned culture of the school remains embedded.

- ✓ **Sensory and/or Physical Needs** – External support: occupational therapists, physio therapists Physical & Medical Needs Advisor, Augmentative and Alternative Communication (AAC) Team, School Nurse, Hearing Support Team and Vision Support. In school strategies & resources: ear defenders, fidget toys, writing slopes, wobble cushions, pencil grips, peanut balls, weighted blankets, scooter boards, coloured overlays, reduced friction pens – left/right preference, 1:1 Occupational Therapy plans, fine motor skills groups, regular movement breaks, chewelry and focused seating plans.

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

<b>What</b>	<b>Who</b>	<b>When</b>
<b>Informal Discussions</b> We will notify parents when it is decided that a pupil will receive School Support or if they should be removed from the record of need.	Class teacher. Teaching assistants, SENCO, Headteacher, Senior Leadership team	Continually
<b>Parents' Evenings</b>	Class teachers, SENCO	Autumn & Spring terms
<b>Home-School Book, emails, phone calls, texts, Tapestry and class dojo.</b>	Class teacher, TA's, parents, SENCO	Daily, weekly or whenever is necessary
<b>Annual Reviews</b> for children with EHCPs	Class teacher. Teaching assistants, SENCO	Every 10 months
<b>Assess, Plan, Do, Review meetings</b> Everyone understands the agreed outcomes sought for the child  Everyone is clear on what the next steps are	Parents, teachers, SLT, class teachers, TA's	Formally every term. Informally whenever required
<b>Parent questionnaires</b>	Parents, class teachers, Head	Spring term
<b>5 Ways to Wellbeing Ambassadors</b>	Teacher, Teaching assistants and pupils	Fortnightly
<b>School Reports</b>	Class teachers	Termly progress reports and end of year summative report
<b>Formal meetings:</b> Core Group, CHiN, TAC, Early Support	Class teacher, TA's, and external, multi-agency led by SENCO	Frequency dependent on circumstance and need
<b>Transition meetings</b>	All staff	Summer term but also in -year for new joiners/leavers
<b>Mentoring for individual children</b>	SENCo, TAs, teachers, pupils	Continuous as required
<b>Pupil Conferencing</b>	Teachers, SLT, SENCO, governors, pupils	Termly
<b>'I wish my teacher knew' box and emotional check-ins</b>	Pupils	Daily

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### Accessibility

All areas of the school are accessible to everyone including those pupils with SEND. The school site is on one level. There are two dedicated disabled parking space in the car park and an accessible, automated entry system into school. Pupils feel safe. However, if bullying behaviours should occur, action is taken swiftly and the behaviours are dealt with quickly and effectively. Details of our procedures can be found in our Anti-bullying policy. Hannah Stevens is the Designated Safeguarding Lead (DSL) Rachel Marsh is Deputy Designated Safeguarding Lead and Designated Teacher for Children in Care. Nicky Sleeman is Deputy Designated Safeguarding Lead and also E-Safety Lead alongside Steff Harris. Every effort is made to ensure that not only the building, but the whole curriculum is accessible to all. Details of how children with SEND are supported during wider curriculum learning, inclusion and equity are paramount. More information about this can be found in the Curriculum area of our website. Reasonable adjustments are made in order for children with SEND to access all the activities experienced by children who do not have SEND – there is there is no differential between the two. Adaptions are made wholly depending upon the strengths and needs of individual children

Attendance at school clubs by children with SEND is encouraged and carefully monitored. Some extra-curricular clubs are attended by targeted, invite children only.

During the 2021/2022 academic year, there have been **59** children On Alert, **56** children receiving SEN Support and **2** children with Education Health Care Plans and **2** further EHCP applications were successful in the summer term.

### Support Staff Deployment:

Support staff are deployed in a number of roles:

- ✓ 1:1 SEN support
- ✓ 1:1 emotional support
- ✓ Small group interventions
- ✓ Whole class support
- ✓ Preparation of specialist resources
- ✓ Adapting and sometimes, personalising the curriculum
- ✓ Liaison with parents
- ✓ Supervising and supporting at break times for individual pupils
- ✓ Running before school and after school clubs
- ✓ Running lunchtime clubs
- ✓ Mentoring/emotional support
- ✓ Monitoring and administering medicines
- ✓ Assisting with implementing therapy plans
- ✓ Implementing care plans when necessary
- ✓ Support with intimate care plans, including toileting and feeding



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- ✓ Support with keeping the school environment clean, following Covid risk assessments
- ✓ Carrying out statutory safeguarding duties
- ✓ First aid

We monitor the quality and impact of this support by performance management, tracking progress, observations, learning walks, book scrutiny, pupil and parent voice and governor monitoring visits.

**Distribution of Funds for SEN:**

This was allocated in the following ways:

- ✓ Support staff
- ✓ External Services eg. Educational Psychology
- ✓ Teaching and Learning resources
- ✓ Staff training
- ✓ Resources and equipment
- ✓ Alternative inclusive curriculum provision

**Continuing Development of Staff Skills:**

Area of Knowledge/Skill	Staff Member	Training Received
Supporting the learning of children who have experienced trauma	Rachel Marsh (SENCo, Deputy Head, DDSL, Designated teacher)	Cognition & learning conference
SEN updates		Kernow learning SENCo network
Children in Care		Network meetings
Kernow Talks Oracy Programme		Cornwall Associate Research School
Developmental co-ordination disorder		Physical and medical needs advisory service
Social, Emotional and Mental Health	Jo Hambly (TIS practioner) Jo Rusden (TIS practioner) Nicky Sutton (TIS practioner)	TIS Supervision
Autism Champion	Jo Hambly (Y2 Teacher)	Autism Team
Early Years	Vicky Adams (EYFS Lead) Gwyn Gowing (EYFS Teacher)	Early Years Network
Sensory Processing Difficulties	Georgia Roberts (1:1 TA)	Work, rest & play the sensory way
Positive handling		Team Teach
Mental Health	Nicky Sutton (Pastoral Lead)	Senior Mental Health Practioner
Mental Health	Jo Hambly (TIS Practioner & Y2 teacher)	
Teaching & learning	Michael Sutton (Teaching Assistant) Emma Turner (Teaching Assistant)	Level 3 apprenticeship

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First aid	Gwyn Gowing (EYFS teacher)	First aid at work
Preparing for an OFSED deep dive	Rachel Marsh (SENCo) Hannah Stevens (Headteacher)	SEN Services SW
ICT – accessibility for SEN	Steff Harris	Kernow School Improvement
Introduction to Pathological Demand Avoidance	Rachel Marsh (SENCo) Jo Hambly (Autism Champion)	Creative Education

**Groups of Staff** have also developed their knowledge by attending the following training: level 2 safeguarding, online safety, Prevent, Read Write Inc, first aid, Kernow Learning subject leader training, moderation, paediatric first aid, Zones of Regulation, Promoting resilience and pro-social development in young people

**Governors** received Keeping Children Safe in Education (update) training at the beginning of the academic year.

We monitor the impact of this training by observation, performance management, tracking progress.

**Partnerships with other schools and how we manage transitions:**

We work with a numerous schools and settings in the following ways:

- Sharing professional expertise across Kernow Learning
- SENCO network meetings
- Educational psychology network meetings
- Transition – mid year and end of phase eg moving from Nursery to Reception, Y6 to Secondary
- Liaison and partnership work with the Early Years Inclusion Service
- Sharing resources and training

We ensure that the transition from our feeder pre-schools and nurseries to Reception is smooth by facilitating careful and consistent communication. This year we were able to resume our normal practice of visiting feeder settings, undertaking home visits and facilitating our Starting Together programme - where new Reception children visit school regularly during the latter half of the summer term. Face to face parental welcome meetings were held in the summer term. The SENDCO met with Early Years Area SENCO, early years settings and parents virtually. A welcome book was sent to all new starters, this was alongside a transition pack.

We support the transition from Reception to Year 1 through dialogue between teachers and visits to new classes. In addition, communication passports, additional visits for individuals and support from outside agencies where necessary.

We help children to make a smooth move from year to year by holding transition meetings for staff members. These meeting provide an opportunity for dialogue between teachers and the transfer of essential documents: class context sheets, attainment and progress data, health &

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wellbeing grids, one Page Profiles, EAL Competency booklets and individual provision maps for children with special educational needs.

We ensure we communicate effectively with parents, and hold individual meetings with the parents of our most vulnerable children. This is in addition to whole class welcome meetings which aim to explain organisation, procedure and expectations for the following year. We also organise visits to new classes during the summer term.

The transition from Year 6 to secondary school is usually supported through regular visits to the secondary setting throughout the year, visits from secondary colleagues and transition days. Secondary SENCO's are invited to attend Year 6 Annual Reviews. Small groups of vulnerable children make additional visits secondary settings.

Parents of children with EHCPs and those accessing 1:1 provision are included in our transition process. Through transition meetings, parents/carers meet new teachers, support staff and the SENCO and have an opportunity to discuss provision for the coming year.

**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 SEN Development/Action Plan. Please contact the school if you would like further information.

**Our complaints procedure:**

Anyone wishing to make a complaint with regard to SEN support and provision should contact Hannah Stevens (Headteacher) or Rachel Marsh (SENCO)

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

**Other relevant information and documents:**

The Local Authority's Offer can be found at [www.cornwallfisdirectory.org.uk](http://www.cornwallfisdirectory.org.uk)

Our Accessibility Plan can be found on our website <http://www.st-francis.cornwall.sch.uk> or seen upon request.

Our SEN Policy can also be viewed on our website.

[https://www.stfrancis.kernowlearning.co.uk/web/send\\_provision\\_at\\_st\\_francis\\_school](https://www.stfrancis.kernowlearning.co.uk/web/send_provision_at_st_francis_school)

Our SEN 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.

Our Admission policy <https://www.stfrancis.kernowlearning.co.uk/web/admissions/515611>

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**Independent Support for Parents**

Parent Carer Council for Cornwall: 07973763332 [www.parentcarercouncilcornwall.org.uk](http://www.parentcarercouncilcornwall.org.uk)

Cornwall Special Educational Needs Disability Information, Advice & Support Service (SENDIASS):

01736 759500 [www.cornwallsendiass.org.uk](http://www.cornwallsendiass.org.uk)

**Services and organisations that we commonly work with:**

<b>Service/Organisation</b>	<b>What they do</b>
<b>School nurse team</b>	<p>Make referrals to other agencies and medical specialists</p> <p>Support with Safeguarding and attend meetings</p> <p>Attend TAC meetings</p> <p>Carry out health assessments for Reception and Year 6 children – National Child Measurement Programme</p> <p>Support children with medical conditions</p> <p>Assist with writing Health Care Plans</p>
<b>Educational Psychologists</b>	<p>An educational psychologist supports children who are experiencing academic or emotional difficulty, the aim is to remove the child's barriers to learning and therefore, improving his/her life chances. Educational Psychologists may observe individual children, be involved in discussion with them or undertake formal assessments. They gather this information in order to provide recommendations to teachers, teaching assistants and parents on the best ways to meet the child's individual needs.</p>
<b>Speech &amp; Language Therapists</b>	<p>Speech &amp; Language Therapists work closely with children who have speech, language and communication difficulties, also those who have difficulty swallowing, eating or drinking. Speech &amp; Language therapist provide individual action plans and resources for children with whom they are involved.</p> <p>Kernow Learning employs a Speech &amp; Language Therapist, St Francis has access to her expertise and can make referrals accordingly</p>
<b>Occupational Therapists</b>	<p>Occupational Therapists work with teachers, teaching assistants and parents to assess if a child has difficulties with practical and social skills such as:</p> <ul style="list-style-type: none"> <li>-Functional difficulties such as dressing, eating, toileting</li> <li>-School skills such as pencil and scissor skills</li> <li>-Play skills</li> <li>-Sensory abilities such as touch and balance</li> <li>-Fine motor skills and gross motor and movement abilities</li> <li>-Social skills</li> <li>-Behavioural responses during the child's day</li> </ul>

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	Following assessment, the Occupational Therapist will identify appropriate strategies in order to enable the child to maximise their potential when carrying out activities of daily living at school and home.
<b>Autism Team</b>	<p>This service offers support for individual pupils with a diagnosis of autism. They aim to build capacity within their schools to support specific learning styles and behaviours. This support can be in the form of:</p> <ul style="list-style-type: none"> <li>-actions plans including specific targets for children</li> <li>-strategies to enable children to reduce anxiety</li> <li>-training and support for staff</li> <li>-mentoring for our Autism Champion</li> <li>-liaising with parents/parent drop-ins</li> <li>-contributions to EHCP applications</li> <li>-expert knowledge and advice</li> </ul>
<b>Hearing Support Team</b>	<p>The Hearing Support Team provides a specialist support service for the Local Authority, they are staffed and resourced to meet the needs of children who are affected temporarily or permanently by some degree of educationally significant hearing loss. The team, alongside school, aim for children with hearing impairments to:</p> <ul style="list-style-type: none"> <li>-develop good language and effective interaction communications skills;</li> <li>-be given the equality of opportunity to access a wide curriculum at school and college;</li> <li>-gain social and emotional inclusion in their wider community.</li> </ul> <p>Referrals can be made to the Hearing Support Team for a hearing test at school.</p>
<b>Cognition &amp; Learning Service</b>	<p>This service offers support for individual pupils who are at risk of being dyslexic. It also builds capacity within their schools to support specific difficulties. This support can be in the form of:</p> <ul style="list-style-type: none"> <li>-administering Dyslexia Screening Tests</li> <li>-action plans and recommendations for individual pupils</li> <li>-training for teachers and TAs</li> <li>-mentoring for our Dyslexia Champion</li> </ul>
<b>Physical and Medical Needs Advisory Service</b>	<p>This service offers support for learners who have physical disabilities or medical needs. This can include:</p> <ul style="list-style-type: none"> <li>-differentiating the National Curriculum</li> <li>-setting up, designing and using specialist ICT equipment</li> <li>-overseeing the care and medical provision</li> </ul>
<b>Child and Adolescent Mental Health Service</b>	<p>Specialist community child and adolescent mental health service (CAMHS) provide assessment, advice and treatment for children and young people with severe and complex mental health problems. CAMHS also provide support and advice to their families or carers</p>

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<b>AAC (Augmentative and Alternative Communication) Assessment Team</b>	<p>This team works with children who have been referred by their Speech and Language Therapist.</p> <p>Children referred may have little or no speech but are able to understand language. These children are likely to have used low tech systems such as Makaton, photos or symbols to help them express themselves but have now reached a stage where a more sophisticated system is needed.</p>
<b>Awena (Virtual School for Children in Care)</b>	<p>The Virtual School works closely with schools, foster carers, social workers, children and young people and adoption services. Their primary aims are re-engagement in education and to raise attainment and aspiration.</p>
<b>Statutory Special Educational Needs (SEN) Service</b>	<p>This service is responsible for:</p> <p>The Education, Health and Care (EHC) needs assessment processes</p> <p>The transfer of existing statements of SEN and Learning Needs Assessments into EHC plans</p> <p>The maintenance and review of existing Statements of SEN and EHC plans</p> <p>The team works with educational settings, families, a range of services and other local authorities to ensure the effective working of the statutory arrangements for children and young people with the most complex SEN.</p> <p>School admissions for children with an Education, Health and Care (EHC) Plan or Statement of SEN are handled by the Statutory SEN Service.</p>
<b>Children's social care</b>	<p>Here you can find advice on how to keep safe, but also what to do if you or someone you know is getting harmed (sometimes known as abuse).</p>
<b>Cornwall Music Service Trust</b>	<p>The CMST provides music therapy</p>