



# Trewidland Primary School SEND Information Report

## September 2024

Name of SENDCo: Mr Robin Spencer

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Contact Phone Number: 01503 240275

Name of SEND Governor: Mr Les Pratt

Report Author: Robin Spencer, SENDCO

Date: September 2024

This SEND Info report will be reviewed October 2025.

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

Trewidland Primary is an inclusive school. All staff are committed to being proactive in identifying and providing for the needs of all children in a wholly inclusive environment. All teachers are teachers of children with special educational needs and disabilities. As such, we adapt a 'whole school approach' that involves all the staff adhering to a model of good practice. The Governing Body and teaching staff will do their best to ensure that the necessary provision is made for any pupil who has special educational needs and disabilities. We successfully work with children with a range of needs across the four areas of need as stated in the Code of Practice, including:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Physical and/or Sensory Needs

The school will actively seek the involvement of parents/carers in the education of their children. It is recognised that it is particularly important with pupils who have special educational needs and disabilities, where the support and encouragement of parents/carers is often the crucial factor in achieving success. The school will also work to ensure that pupils are fully aware of their next steps. Efforts will be taken to involve pupils in decisions that are taken regarding their education.

Please note, this has SEND report has been completed to the best of our ability as Robin Spencer is new to the role of SENDCO at Trewidland as of September 2024 and Kathryn is new to Trewidland and the role of Executive Headteacher.



**Our Graduated Response for Learners:**

- Continual monitoring of the quality of teaching
- Identification of children whose needs are additional and different and who require SEN Support; placement on the School's Record of Need; initiation of "assess, plan, do, review" cycle.
- Consideration of application for Education, Health and Care Plan.
- All children/young people identified as requiring SEN Support, or with an Education, Health and Care Plan (EHCP) are on our Record of Need.

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

- Class teachers record their concern on a SEND Concern form which is given to the SENDCO.
- Observations, marking and analysing pupil's work.
- Regular discussions with parents and carers, both formal and informal.
- Termly pupil progress meetings
- Ongoing curriculum assessments. School academic reports.
- Tracking progress using data to inform APDR, including assessment, attendance, behaviour and student voice 'All About Me'.
- Further assessments by specialists, including those from external agencies linked to the four classifications of need.

We take a holistic approach by considering 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. Our measures to keep all children, including children with SEND, safe are outlined in our Safeguarding Policy.

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

<b><u>What</u></b>	<b><u>Who</u></b>	<b><u>When</u></b>
Informal Discussions	SENDCO; teachers; TAs; Head of School; Executive Head; SEND Governor; all pupils	Continual throughout the year



Parents' Evenings/Reports	Class teachers; SENDCO; Head of School; Executive Head; parents; pupils	Termly
Assess, Plan, Do, Review meetings	Class teachers; SENDCO; Pupils on School Record of Need and their parents	Termly
Annual Reviews	SENDCO; Head of School; Executive Head; Class teacher; TA; Pupils with an EHCP and their parents; external professionals involved with the child and family	Annual
Questionnaires/Surveys	All pupils and parents	Annual
Telephone and/or virtual communications	SENDCO; Head of School; Executive Head; class teachers; TAs; parents	Open door policy for all

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

For children/young people on our Record of Need, a more detailed Assess, Plan, Do, Review cycle is established by our SENDCo, Robin Spencer in partnership with the child/young person, their parents and the class teachers. 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:

- Speech and Language 1:1 and/or small Group Intervention
- Social Stories
- Visual support
- Now and Next boards/Choice boards
- Visual in-task schedules
- Social skills intervention 1:1 and small group:
- Break and Lunchtime social skills provision.

Cognition and Learning:

- Learning packs and support for individual pupils with specific learning difficulties
- Individualised timetables



- Focus group and targeted Interventions in areas of Literacy and Numeracy
- Targeted Additional Adult Support
- Accessible and appropriate resources and learning aids
- Pre-teaching and Re-capping timetabled support.
- Adaptation of teaching style, planning and content,
- Ixcel ICT programme
- Dyslexia-friendly strategies
- Additional Reading Support
- Use of ICT resources

#### Social, Emotional and Mental Health:

- RSHE/One Decision lessons
- Safe spaces for vulnerable pupils
- Key adults assigned to children with SEMH needs
- Adapted timetables.
- Timetabled key adult check-ins with vulnerable children.

#### Sensory and/or Physical Needs:

- Adapted timetables to allow sensory breaks
- A range of fine and motor skill development activities
- Quiet/safe spaces
- Accessible and appropriate resources
- Pre-planned events incorporating adaptations to ensure inclusivity
- Use of ICT

#### **SEND Data for the Year 2023-2024:**

TOTAL EHCP: 1 out of 37 pupils = 3% (4.3% National Average)

TOTAL ON SEND Support: 7 out of 37 pupils = 19% (13% National Average)

Total on SEND Register combined: 8 out of 37 pupils = 22% (17.3 National Average)

3% of SEND pupils are Pupil Premium (36% National Average)

75% of SEND pupils are boys (62.8% National Average)

#### **Support Staff Deployment:**

Support Staff Deployment: Support staff were deployed in a number of roles:

- Targeted support in class, individual and group.
- Small group intervention out of class
- Playground support
- Lunchtime support
- First Aid



The school monitored the quality and impact of this support by: observations, IEP Reviews, book scrutiny, pupil conferencing and learning walks.

### **Distribution of Funds for SEND:**

This was allocated in the following ways:

- Support staff
- External Services (See School Offer)
- Teaching and Learning resources
- Staff training
- Specific SEND resources

### **Continuing Development of Staff:**

- Using Academic Assessment to inform planning, support, next steps and IEP Outcomes.

We measure the impact of this training by monitoring teaching and learning and our whole school assessment tracking.

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

We have worked to support in the following ways:

- Transition to Secondary Schools
- Transition into pre-school
- Transition into Trewidland School from other schools during this period

For all year groups, the relevant school staff met to share information regarding all individual pupils during the Summer term. Some pupils on the SEND Record of School Support had additional transition support for preparation to move into the next class. The transition of Year 6 to secondary schools was supported through the sharing of information between the Year 6 teacher and the schools' SENDCOs. Pupils with SEND received enhanced transition packages.

### **Ongoing development:**

We worked hard to ensure that any areas of support for our learners which can be improved, are identified and strategies are put in place to make those improvements. We did this through our School Development Plan. We plan to write a SEND action plan for the next academic year.



### **Our complaints procedure:**

Our complaints procedures can be found on our school website.

There have been no complaints about SEN support and provision in the academic year 2023-2024.

### **Other relevant information and documents:**

The Designated Safeguarding Lead is Mrs Kathryn Pipe

The Local Authority's Offer can be found at :

<https://www.cornwall.gov.uk/schools-and-education/special-educational-needs/send-local-offer/>

Our Accessibility Plan can be found on our website, here:

<https://www.dobwalls.cornwall.sch.uk/attachments/download.asp?file=297>

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

<https://www.dobwalls.cornwall.sch.uk/page/?title=School+Policies&pid=96>

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

<https://www.dobwalls.cornwall.sch.uk/teaching-and-learning/send>

<https://dobwallscornwall.ovw7.devwebsite.co.uk/teaching-and-learning/send>

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.