

Mithian CP School

SEND Information Report Sep 2020 - Sep 2021

Name of SENDCo: Sioned Young

Dedicated time monthly: 2.25 hrs

Contact Phone Number: 01872 552711

Name of Special Educational Needs (SEN) Governor: Jane Guttridge

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 SEN.
- An inclusive, differentiated and personalised curriculum to enable all learners, including those with SEN, to enable them to effectively engage with all aspects of school life.

Our Graduated Response for Pupils:

- Monitoring of the quality of teaching and learning
- Identifying and tracking progress of children that require additional support - 'On Alert'
- Identification and tracking of children requiring SEN Support (On our SEN Register if their needs are more complex and require provision that is different from and additional to a differentiated curriculum; and often outside agency support and liaison with school). Engagement in an 'assess, plan, do, review' cycle.
- Liaise with parents/pupil/outside agencies for consideration of an application for an Education, Health and Care Plan (EHCP).
- All children receiving SEN Support, or with a Statement/EHCP are identified on our Record of Need.

How we identify children that require additional of differentiated support/provision:

- Class teacher refers to SENDCo
- Ongoing assessment
- Tracking pupil progress
- Additional assessments by external agencies

How we listen to the views of the children and their families:

What	Who	When
Parents' Meeting	Class teacher	Once a term
Informal discussions	Class teacher/TA/SENDCO	Ongoing
On-line liaison via SeeSaw/ Tapestry	Class teacher	Ongoing
Home-school communication book	Class teacher/TA	Daily, as appropriate

Pupil/Parent interviews linked to IEP (Assess, plan, do,review)	SENDCo	Once a term
Assess, plan, do, review meeting	SENDCo/Class teacher	Once a term

The Assess, Plan, Do, Review Cycle:

The children on the Record of Need will be part of a 'Assess, Plan, Do, Review' cycle. This will be instigated by the SENCo, working alongside the child, their parents and the class teacher. Please see our SEN policy for more information.

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

- Communication and Interaction – Speech and Language Therapy Service support, in-class programmes, inclusive classroom practice, online training for staff including specific one-to-one support, advice and training on autistic spectrum disorder
- Cognition and Learning –, differentiated activities, inclusive classroom practice, dyslexia screening,
- Social, Emotional and Mental Health – Advice from CAMHS (Child and Adolescent Mental Health Service), individual, in-school support programmes followed. Individuals' in-school assessments by Educational Psychologist and SEN Services.
- Sensory and/or Physical Needs – School nurse liaison. Advice from SEN Services. Advice on specific medical conditions from other medical practitioners. Occupational Therapy Service advice and Physiotherapy Service advice inform daily exercise and movement provision.

At the start of the academic year, September 2020, we had 11 children receiving SEN Support, including two children with a Statement or EHCP. In September 2021, we had 14 children receiving SEN Support, including three with an EHCP. Other children are on our On Alert Record, so that their needs are given extra consideration and monitored regularly. We monitor the quality of this provision through teaching and learning observations and termly review of targets as set out in SEN Support Plans.

Teaching Assistant/ Support Staff Deployment:

Teaching assistants (TAs) can be deployed in a number of different roles:

- 1:1 Teaching Assistant for pupils with additional learning difficulties as indicated in their EHCP/Statement.
- Intervention support for pupils requiring a catch up to enable them to make progress.
- General classroom support, providing measures that support inclusion.

We continue to monitor the quality and impact of the provision through performance management reviews, observations and monitoring and meetings with the child, parent and class teacher.

Distribution of Funds for SEN:

Our school received £13, 933 of GAG funding (General Annual Grant) which we used to support low attaining pupils.

This was allocated in the following ways:

- Towards cost of Support Staff – £16,090
- External agencies e.g. EP - £270.00
- SENCo time - £800
- SENCo allowance – £2, 209
- Teaching and learning resources - £ 121

Continuing Professional development:

Date	Content of training	Who was involved?	Outcomes and Impact
Online course, Over 8 weeks in Lockdown 2020	Understanding Autism (Open University)	SENDCo and a TA who works with a child with ASD	A deeper understanding for SENDCo and TA of how autism can affect different individuals and families. A deeper understanding too of diagnosis and intervention. This has informed my own practice and understanding of children in our setting with ASD, and that of the TA too. I feed back key information as ongoing practice.
Online, Lockdown 2020	“Making Sense of Dyslexia: Education for Children and Young People” (Dyslexia Unwrapped)	All staff	A recap for all staff on Dyslexia, identification and inclusive practice. Reminders that have reinforced key practice, and reminded staff of other inclusive practice.
Online, Lockdown 2020	“Top tips for understanding ADHD and supporting children in the classroom” (SEND Gateway – NASEN)	All staff	An introduction to ADHD, which has supported staff to identify children with this condition, and provide support.
Online, Lockdown 2020	“Supporting children with difficulties in reading and writing” (The Communication Trust)	Teaching staff	Staff gained further information on supporting children with dyslexic tendencies, which has supported them in inclusive classroom practice.
Online, Lockdown 2020	“Speech, language and communication development.”	Teaching staff	Staff gained further information on how to spot children and young people who might be struggling to

	(The Communication Trust)		develop important language skills, and advice as to how they can support them.
Online, over 6 weeks in Lockdown 2020	“Teaching Students Who Have Suffered Complex Trauma” (Future Learn)	SENDCo	SENDCo gained more information about complex trauma and has a clearer understanding of how it affects children and how support can be given.
Online, Lockdown 2020	“Attachment in the early years” (Open University)	SENDCo and other staff who were interested in a recap	Staff who took this course were able to recap on key information about attachment disorder, its causes and manifestations, and ways to offer support.
Online, Lockdown 2020	“Adverse Childhood Experiences (ACEs)” (Home Office Early Intervention Fund)	All staff	Staff gained a deeper understanding of brain development in the Early Years, and the impact of childhood adversity. They are better equipped to recognise children’s difficulties and support children in building resilience.
Sep 2020 – Sep 2021	Specific Speech and Language advice for individual children’s needs – via several in-school visits plus telephone advice and specific programmes.	SENDCO	The SENCo had a better understanding of how to continue to support children in ongoing Speech and Language programmes. SENCo shared this relevant with teachers and TAs.
Oct 2020	Virtual Transition Surgeries, (Early Years Inclusion Service, Cornwall Council)	SENDCo	Janet Lacey and Gaynor Davies (EY Autism and Social Communication Service) gave specific advice and training, in order that we can support a child with ASD.
July 2021	“An Awareness of Diabetes in Schools and Other Settings. Advanced Level” (Virtual College) NHS Diabetes Nurse online meeting Meeting with parent	A class teacher and TA	A class teacher gained the necessary understanding to manage the diabetes of a child due to come into her class. She has passed on information so that her TA can assist with managing the child’s diabetes. They monitor and administer diabetes treatment and medication, and know how to respond appropriately in an emergency.
July 2021	SEN Services support and advice, for a specific child with well-below cognitive abilities and emotional needs.	SENDCo and class teachers	A visit and assessments for a specific child by SEN Services, and the resulting advice, has been discussed with parent and is being trialled in his new class.

We monitor the impact of training by SEN Governor visits, SIP visits, observations of the teaching and learning.

Partnerships with other school and how we manage transitions:

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

- The SENDCo is part of a cluster of TPAT academy schools that meet to share best practise and develop training
- The SENDCo is a member of a smaller hub group within the TPAT cluster. SENDCos within our hub meet termly (online since covid restrictions) and visit each others' schools (when restrictions allow) to share good practise and support each other with issues specific to our schools' current practice.
- Transition meetings are held with the pre-school and secondary school SENDCos to inform on SEN pupils joining and leaving the school.
- Home-school visits are available, as required (covid restrictions allowing)
- Early transition visits to secondary school in Y5, as required (covid restrictions allowing)

Ongoing Development:

We work hard to ensure all learners are supported and that strategies are identified and put into place. This is reflected in the School Development Plan and SEN Action Plan.

Our Complaints Procedure:

Anyone wishing to make a complaint with regard to our SEN Support and provision should discuss their concerns with the SENDCo and then if necessary refer to the school's complaint policy which can be found on our school website.

Other relevant information and documents:

The Designated Safeguarding Lead in our school is Linda Garbett. The Deputy Safeguarding Officer is Sioned Young

The Designated Children in Care Officer is Linda Garbett

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

A Copy of our School Development Plan can be obtained from the school office.

Date of Report: 18th September 2021