

Mithian CP School

SEND Information Report Sep 2021 - Sep 2022

Name of SENDCo: Sioned Young

Dedicated time monthly: 4.5 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 - Making adaptations so that lessons and the curriculum are accessible to all children. 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, adapted 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 an '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, adaptations to curriculum and lessons, inclusive classroom practice, dyslexia screening, dyscalculia screening, cognitive assessments by educational psychologist.
- 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. Support from SCIP (Supporting Change in Partnership).
- 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, and sensory needs programmes.

At the start of the academic year, September 2021, we had 14 children receiving SEN Support, including three children with a Statement or EHCP. In September 2022, we had 13 children receiving SEN Support, including three with an EHCP. We monitor the quality of the provision appointed to these children 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 £20,685 of non-GAG funding (General Annual Grant) which we used to support low attaining pupils. (This is £12, 711 plus the high needs top-up of £7, 974.)

This was allocated in the following ways:

- Towards cost of Support Staff – 1,598 hours = £19, 112
- External agencies e.g. EP - £150.00
- Class cover for SENCo time - £3, 666
- SENCo allowance – £2, 770
- Teaching and learning resources - £ 66

Continuing Professional development:

Date	Content of training	Who was involved?	Outcomes and Impact
Sep 2021 – Sep 2022	Specific Speech and Language advice for individual children’s needs – via several in-school visits plus online and 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.
July 2022	“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 was updated on the necessary understanding to management 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 2022	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.
Oct and Nov 21	NELI	SENDCo (EYFS teacher) and EYFS TA	We have been trained to deliver an intensive intervention programme for those EYFS and Year 1 children who are struggling with communication and language.
Nov 21	School Nurse advice and training for toileting	SENDCo, TA	Specific advice on monitoring and supporting

	children with ASD and sensory difficulties		children with toilet-training challenges due to sensory needs and ASD.
Nov 21	Selective Mutism Training	SENDCo, TA	Update training from Cornwall Speech and Language Therapy Service for parents and staff.
Termly	Selective Mutism Training	SENDCo, class teacher, TA	Advice and further understanding of this condition, and delivering effective provision, for a child with this condition, from a leading specialist.

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
- 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 out 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: 4th September 2022