



SEND Information Report

Name of SENCo: Lucy Wandless

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Name of SEND Governor: Becky Hosking

School Offer link: <http://www.godolphin.cornwall.sch.uk/our-school/special-education-needs/>

*Due to the very small number of children identified within each year group on the SEN Record of Need we are unable to report attainment and progress data where it might identify an individual pupil.

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. Pupils are also encouraged to take responsibility and accountability for their own learning.
- An inclusive, differentiated and personalised approach to enable all learners, including those with SEND, to engage with all aspects of school life. This accounts for all types of learner and whole school topic themes inspire and enthuse the learning.
- Class teachers plan a progressive curriculum to support pupils with accessing the curriculum with the appropriate level of content and support.
- Teaching Assistants are fully involved in the planning and assessment processes in school, taking an active role in differentiating learning to enable pupils to engage in lessons.

Accessibility for Disabled Pupils:

The school plans, over time, to develop the accessibility of provision for all pupils, staff and visitors to the school (see the school accessibility plan on the school website). The main priorities in the school's accessibility plan are in the following areas:

- Increasing the extent to which disabled pupils can participate in the school curriculum
- Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.
- Improving the delivery of information to disabled pupils, staff, parents and visitors of information that is provided in writing for pupils and adults who are not disabled.

For all admission information regarding pupils with SEND, refer to the Southerly Point Cooperative Multi Academy Trust Admissions policy which can be found on the school website.

Our Graduated Response for Learners:

- Continual monitoring of the quality of teaching by the Senior Leadership Team and Subject Coordinators.
- Identifying and tracking the progress of children that require support in order to narrow the gap by:



- Analysing termly data – focussing on both attainment and progress
- Identification of children requiring SEND Support and implementation of “assess, plan, do, review” cycle, as required.
- Individual provision maps reviewed regularly and updated as necessary.
- Pupils added to the register of need.
- Considering prior knowledge of pupils (inward mobility from other schools/pre-school setting).
- Outside agency guidance and support sought.
- Consideration of application for Education, Health and Care Plan.

How we identify children that need additional or different provision:

- Staff observations – TAs consulting with Teacher. Also parental concerns monitored in school.
- Class teacher refers to SENCo – discussion and observations referred to.
- Ongoing curriculum assessments.
- Tracking individual pupil progress
- Discussions with the Educational Psychologist.
- Further assessments by specialists, including those from external agencies.

We take a holistic approach by looking at all aspects of a child’s development and well-being. Our pastoral support arrangements for supporting the emotional and social development of all children, 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	Teachers, pupils and parents	Daily – pupils throughout the day. Parents before and after school.
Parent’s evenings	Teachers, parents and pupils	Termly
Assess, Plan, Do, Review meetings	All stakeholders at different levels of assessment	Teaching staff – continually reviewing. Formally: termly
Pupil Conferencing	Teachers and head teacher with pupils	At least termly
School Council	Pupils and staff	½ termly
School Forum	Parents/carers/community members/staff/pupils	½ termly

The Assess, Plan, Do, Review Cycle:

For children on our Record of Need, where appropriate, an Assess, Plan, Do, Review cycle is established by the class teachers and SENCo in partnership with the child and their parents.



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

- Communication and Interaction- 1-1 discussions; residential trips to support independence; counselling; support from a Mental Health Practitioner, PSHE sessions.
- Cognition and Learning: Assessments by Educational Psychologist; Covid catch up sessions; pre-teaching; specialist resources; Phonics interventions, Handwriting interventions; Reading interventions; maths interventions.
- Social, Emotional and Mental Health – Educational psychologist guidance; counselling sessions; additional transition opportunities, coaching and well-being sessions, support from a Mental Health Practitioner.
- Sensory and/or Physical Needs – Practical tasks to refine fine motor skills, PE sports specialists, Vision Team, Occupational Health, Handwriting interventions, introduction of Dough Disco and Squiggle While You Wiggle.

This is in addition to specific TA support.

During the 2021/2022 academic year, we had 6 children receiving SEND Support/Education Health Care Plan.

We monitor the quality of this provision by:

- Continually tracking pupils' attainment and progress
- Reviewing of Individual Provision Maps
- Analysis of data –termly and annually
- SENCo observations/drop-ins to classrooms
- Pupil conferencing
- Work scrutiny
- Records of interventions kept to support review and analysis of progress
- Observations of interventions
- Termly meeting with the Educational Psychologist to review and discuss pupils
- Designated time in staff meetings to review and discuss pupils
- Discussions between staff and SENCo
- Pupil Progress Meetings

We measure the impact of this provision by...

- Analysing pupil progress and attainment
- Parental feedback/discussions
- Pupil dialogue and changes in behaviour/communication
- Intervention progress monitored (percentages provided where possible so comparisons throughout the term can be made)
- Senior Leadership monitoring
- Teaching assessment and identification as to where interventions need to take place, regarding progress and attainment



Support Staff Deployment:

Support staff are deployed in the following roles:

- Responsible for the delivery of specific group interventions.
- Responsible for the delivery for individual learning plan (e.g. speech and language targeted activities, EHCP targets)
- Individual support as a scribe where appropriate.
- Readers where appropriate.
- Pastoral support.
- Group support in lessons.

We monitor the quality and impact of this support by:

- Holding discussions with class teachers and teaching assistants
- Observations
- Records kept to identify where pupils are or are not making progress
- Data analysis

Distribution of Funds for SEND:

This year, the budget for SEND and Inclusion was allocated in the following ways

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

Continuing Development of Staff Skills:

Training this year has included:

<u>Area of Knowledge/Skill</u>	<u>Staff Member</u>	<u>Training Received</u>
SENCo network meetings	Lucy Wandless	Termly throughout year
SEND Seminars	Lucy Wandless	Throughout the year
Somerset Literacy Network	Sarah Knight	Various dates throughout the year
Area Disadvantaged and SEN meeting	Lucy Wandless	Autumn Term 2021
Read, Write, Inc Phonics training	Lucy Wandless Sarah Knight Colin Snook Ann Bradbury Holly Bowden	Spring term 2022



	Amanda Symons Helen Peters Lynn Jones	
NELI	Amanda Symons	Spring Term 2022
White Rose Maths	All staff	Summer Term 2022
Specific Medical training	Ann Bradbury Amanda Symons Sarah Knight Lynn Jones Samantha Parker	September 2021 May 2022 August 2022

Partnerships with other schools and how we manage transitions:

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

- Transition sessions planned for Pre-school/EYFS
- Pupils offered extra transition opportunities, depending on need (Pre-school/EYFS and Y5 and Y6)
- All pupils have transition time in their new class in the summer term
- Transition days for Y5 and Y6 with secondary schools
- Y6 pupils receive visits from secondary school pupils and head of Y7
- Classroom transitions
- Moderation meeting for teachers across the Trust to ensure both primary and secondary schools are aware of abilities and expectations, particularly in writing.

Parents are included in this process through meetings with new EYFS teachers; open evenings at secondary school; discussions with Y6 teachers where concerns arise; information sent home.

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 Plans. This can be found on our website.

Our complaints procedure:

Anyone wishing to make a complaint with regard to SEND support and provision should follow the school complaints procedure, found on the school website.

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

Other relevant information and documents:

The Designated Safeguarding Lead in our school is Lucy Wandless



The Deputy Designated Safeguarding Lead is Sarah Knight

The Designated Children in Care person in our school is Lucy Wandless

The Local Authority's Offer can be found at www.cornwallfisdirectory.org.uk or at www.supportincornwall.org.uk/localoffer

Our Accessibility Plan can be found on our website.

The School Development Plan Priorities can be found on our website.

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

Southerly Point Cooperative Multi Academy Trust Admissions policy can be found on the school website.

Details about our curriculum, including how it is made accessible to children with SEN, can be viewed from our website.

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.