SEND Annual Information Report – January 2025

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Name of SEND Governors: Kat Spreadbury & Janet Taylor

School Offer link: [St Erme with Trispen Primary School - Our SEND Action Plan & Key Documents](https://www.st-erme.cornwall.sch.uk/web/our_send_action_plan__key_documents/701420)

**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.
* An inclusive, differentiated and personalised approach to enable all learners, including those with SEND, to engage with all aspects of school life.
* Refer to Teaching and Learning Policy

**Our Graduated Response for Learners:**

* Continual monitoring of the quality of teaching
* Identifying and tracking the progress of children/young people that require support to catch up by carrying out specific interventions
* Identification of children/young people requiring SEND Support and initiation of “assess, plan, do, review” cycle.
* Consideration of application for Education, Health and Care Plan.
* All children/young people identified as requiring SEND Support, or with an Education, Health and Care Plan are on our Record of Need.

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

* Class teacher refers to SENCO – after the use of the On Alert
* Ongoing curriculum assessments
* Tracking progress using data
* Further assessments by specialists, including those from external agencies

We take a holistic approach by 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.

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

|  |  |  |
| --- | --- | --- |
| **What** | **Who** | **When** |
| Informal Discussions  | All pupils | Daily |
| Parents’ Evenings/Reports | All pupils | Termly |
| School Dojo  | All pupils | Daily |
| Text Messages | Individual pupils | When necessary |
| Assess, Plan, Do, Review meetings Face-to-Face or Virtually | Pupils on School Record of Need |  Termly |
| Team Around the Child/Family Meetings | Individual pupils  | At least Half Termly  |
| School Council Meetings  | Representatives from all Class | Half termly |
| Questionnaires | All pupils and parents | Annually |
| General SEND Meeting | All parents | Annually |

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

For children/young people on our Record of Need, an Assess, Plan, Do, Review cycle was established by the SENCo in partnership with the child/young person, their parents and the class teacher. 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
* Cognition and Learning
* Social, Emotional and Mental Health
* Sensory and/or Physical Needs

During the 2022/23 academic year, we had 21 children/young people receiving SEN Support and 3 children/young people with Education, Health and Care Plans.

We monitored the quality of SEND provision by carrying out careful observations of the SEN interventions, talking to children and staff. Regular drop-in sessions into classes are carried out as well as into the interventions. Children’s IPMs are also reviewed on a regular basis to ensure that these are relevant and contain information to show how the children and parents are a part of the process.

**Support Staff Deployment:**

Support staff were deployed in a number of roles:

* Support in Classroom
* 1 : 1 Provision
* Small group intervention
* Playground support
* Lunchtime support
* Supporting at Afterschool Clubs
* Running Afterschool Clubs
* Breakfast Club
* PPA Cover (HLTAs)
* First Aid
* Support for medical needs

We monitored the quality and impact of this support by:

* Talking to children
* Holding Pupil Progress Meetings with all teachers
* Having professional conversations with support staff
* Reviewing children’s work and the data from teacher assessments
* Using external agencies when required
* Holding meetings with parents for feedback and guidance

**Distribution of Funds for SEND:**

SEND funding was allocated in the following ways:

* Support staff
* External Services (See School Offer)
* Teaching and Learning resources
* Well-Being Provision
* Staff training

**Continuing Development of Staff Skills:**

Individuals’ CPD this year:

|  |  |  |
| --- | --- | --- |
| **Area of Knowledge/Skill** | **Role of Staff undertaking CPD** | **Training Received from** |
| Understanding and supporting children whose behaviour may be challenging.  | Teaching staff and TAs  | SEN Services, Southwest. |
| Understanding and supporting sensory processing needs in a mainstream setting. | Teaching staff and TAs | SEN Services, Southwest |
| Recognising learners who are anxious or depressed and supporting their mental wellbeing. | Teaching staff and TAs | SEN Services, Southwest |
| An introduction to the role of the TA in a mainstream school. | Teaching staff and TAs | SEN Services, Southwest |
| Understanding and supporting children who have attachment difficulties. | Teaching staff and TAs | SEN Services, Southwest |
| Identifying and supporting learners with processing and/or working memory difficulties.  | Teaching staff and TAs | SEN Services, Southwest |
| Developing emotional self-regulation skills in pupils with SEN. | Teaching staff and TAs | SEN Services, Southwest |
| Strategies for supporting learners with dyslexic difficulties in primary schools. | Teaching staff and TAs | SEN Services, Southwest |
| Understanding and supporting children with demand avoidant behaviours.  | Teaching staff and TAs | SEN Services, Southwest |

*The above training has been received by both individuals and also through Inset and who school training; all recordings shared with all staff.*

We monitored the impact of this training by continuing to monitor interventions as well as how the children were being supported in class. The training slides were also shared and displayed for all staff.

Content of the training was furthermore discussed at staff meetings to ensure that the content and agreed strategies were being implemented. This was also discussed at Pupil Progress Meetings.

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

We have made strong links with local schools and one in particular who has the same school improvement plans. We have visited the school and looked at their SEN provision and how they record the IPMs and the strategies that they use. One such strategy is going to be discussed at SLT meetings as good practice.

This year, 1 child/young person requiring SEN Support and we had no children/young people with Education, Health and Care Plans join us from other schools.

 1 child/young person on our Record of Need in 2023/2024 made a successful move to other schools. This included 5 pupils moving onto their secondary education.

We ensured that the transition into our Nursery is smooth by having plenty of transition sessions, inviting the parents into school for ‘stay and play’ sessions and by sharing information about our Nursery.

We helped children to make the move from the Early Years Foundation Stage to KS1 by careful transitions, classroom visits and talking to parents & teachers and this is the same from KS1 to KS2. Being a small school with mixed classes this also aids with this process.

The transition from year 6 to secondary school has been supported through planned visits and transition days. The staff and SENCo from the Secondary schools have also visited to talk to the children about what to expect. Teachers have shared information with the SENCo so that the transition for any children on SEN support is seamless.

Parents were included in this process through IPM meetings and further discussions. Some were supported in looking at the other schools, in order to make comparisons.

**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 SEND Development/Action Plan. This is RAG rated and shared with all staff and governors at the end of each term.

**Our complaints procedure:**

Anyone wishing to make a complaint with regard to SEN support and provision should contact the school in accordance to the Complaints Policy.

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

**Other relevant information and documents:**

The Designated Safeguarding Lead in our school is Nicola Drake

The Designated Children in Care person in our school is Samantha Gardner

The Local Authority’s Offer can be found at [Family Information Service Cornwall](https://fis.cornwall.gov.uk/SynergyWeb/CornwallFIS/sendlocaloffer.aspx)

Our Accessibility Plan can be found on our website – [St Erme with Trispen Primary School - Our SEND Action Plan & Key Documents](https://www.st-erme.cornwall.sch.uk/web/our_send_action_plan__key_documents/701420)

The School Development plan can be found on our website [St Erme with Trispen Primary School - Our SEND Action Plan & Key Documents](https://www.st-erme.cornwall.sch.uk/web/our_send_action_plan__key_documents/701420)

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

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

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

Our SEND Policy, School Offer and Annual SEN Information Report have been written in accordance with the Disability Discrimination Act 1995, the Equality Act 2010 and the Children and Families Act 2014.

The Governing Body approved this SEND Information Report in February 2023 and is due to be reviewed in February 2025. This has been due to a change in SENCo.