



St Erme with Trispen Community Primary School

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St Erme with Trispen Community Primary School

Annual SEND Information Report

February 2023

Name of SENDCO: Mrs Laura Peters

Contact email: secretary@st-erme.cornwall.sch.uk

Contact Phone Number: 01872 279539

Name of SEND Governor: Mrs Tracy Carter-Tyson

Role of the SEND Governor

- ✓ Meet the SENDCO on a termly basis to gain information about the provision made for pupils with special educational needs and to monitor the implementation of the SEND policy
- ✓ Discuss with school staff the outcomes of the school's monitoring and evaluation of the provision made for pupils with special educational needs
- ✓ Observe at first-hand what happens in the school, both inside and outside the classroom to ensure that SEND pupils are actively involved in all aspects of school life
- ✓ Take opportunities to meet and talk with parents of SEND children
- ✓ Keep informed about developments in the area of special educational needs, nationally, locally and within the school.

Policy

The Special Educational Needs policy is updated annually in the Autumn Term and is written in line with the Code of Practice for Special Educational Needs and Disability (SEND) 2014 which replaced the Code of Practice 2001. The code details the rights and responsibilities of parents and children throughout the process. The SEND policy is published on the school website.

Identification and Provision

The four areas of Need and Disability identified in the new Code of Practice are:

- Social, Mental and Emotional Health, including ADHD
- Sensory and/or Physical
- Cognition and Learning, including Dyslexia
- Communication and Interaction, including ASD

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.

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 using the graduated response model: the Assess, Plan, Do and Review cycle, for those who are SEND Support or have an Education, Health & Care Plan.
- 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 & Care Plan are on our Record of Need.

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

- Class teacher refers to SENDCO (having been monitored for a period of time at ‘On Alert’)
- Feedback from parents
- Ongoing curriculum assessments
- Tracking progress using data
- Further assessments by specialists, including those from external agencies
- Individual Trauma Informed School (TIS) assessments

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.

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

What	Who	When
Informal discussions, verbally and via telephone and email	Ongoing discussions between teacher/ TA and pupils, parents	Throughout school day - open door policy and through appointments
Parents/teacher consultation meetings	Teachers and parents	Twice per year (November and March) More often where necessary.
Home-School Book	Teachers and teaching assistants, child and parent	As required
Assess, Plan, Do, Review meetings for SEND Support pupils and those with Education Health & Care Plans	Pupil, parent/carer, Class teacher and Special Needs Coordinator (if relevant)	Once per term
Early Support/TAC/CAF/CIN/CP meetings	Relevant staff, family and pupil if appropriate	Six monthly or more often if required

SEND Reviews (including parent and pupil questionnaire)	Relevant staff, family and pupil if appropriate	Annually
Transition meetings and visits to relevant educational settings: nurseries, Child Development Centre, APAs (Alternative Provision Academy), Secondary Provision and home visits.	SENDCOs, teachers, parents/carers and pupils and relevant professionals	Primarily Summer Term, but also as and when needed.

The Assess, Plan, Do, Review Cycle:

For children/young people on our Record of Need, a graduated response of an Assess, Plan, Do, Review cycle will be established by the classteacher in partnership with the child/young person, their parents and the SENDCO. 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 – Internal & external speech and Language support
- Cognition and Learning – 1:1 or small group intervention work targeted to need, external support from the Cognition & Learning Service, as required
- Social, Emotional and Mental Health – Sensory room and TIS are accessible internally, external support was also requested from CAMHS, Play therapy, Penhaligon’s Friends and Blooms.
- Sensory and/or Physical Needs – 1:1 or small group sensory diet support or support requested from Physical and Medical Needs Advisory Service and School Nurse team.

During the 2022-2023 academic year, we have 18 Children/young people receiving SEND Support and 3 children/young people with Education, Health and Care Plans.

SEND Number 2021-22	
<i>EHCP</i>	<i>3</i>
<i>SEND Support</i>	<i>18</i>
<i>Total</i>	<i>14%</i>

Specific needs of SEND pupils	
Some children require support in more than one of these areas	
<i>Social, Mental and Emotional Health, including ADHD</i>	<i>6</i>
<i>Sensory and/or Physical</i>	<i>5</i>
<i>Cognition and Learning, including Dyslexia</i>	<i>4</i>
<i>Communication and Interaction, including ASD</i>	<i>3</i>

We measure the impact of this provision by tracking the impact of each intervention, looking specifically at pupil progress, reviewing IPMs and provision maps and TIS assessments.

Staff Deployment:

Support staff are deployed in a number of roles:

- Whole class support
- One to one support
- Small group support (e.g. phonics, speech and language, TIS, Social skills)
- Communication & Autism Champion

Teaching Assistants support alongside the class teachers, delivering specialised programmes and offering general classroom support. A high level of support is given in the core subjects, particularly English and Maths. In addition, support (group or individual) is given to children for specific areas such as speech and language, communication, fine and gross motor, physiotherapy, sensory needs and social/emotional needs. We monitor the quality and impact of this support by baseline and exit assessments.

A significant focus of the SENDCO work has been: supporting teaching staff, supporting and meeting the needs of TAs involved in delivering individualised/small group teaching, assessment, administrative work, liaison with parents and other agencies.

New initiatives for 2022-2023

- Half termly Pupil Welfare Meetings attended by Head Teacher/SENDCO, Designated Deputy
- Child Protection Officer, Communication Champion, TIS practitioner
- Daily TIS support for individual children
- Forest school sessions for specific child and groups
- Daily Funfit session
- Additional TA support in classroom
- Of site forest school days for individual children
- Additional SEN funding for all staff
- Dedicated SEN intervention room created
- Consideration for SEND provision across the curriculum.

Distribution of Funds for SEND:

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

- Support staff
- External Services (See School Offer)
- Teaching and Learning resources
- Staff training
- Forest school training
- SENCo qualification

Continuing Development of Staff Skills:

Area of knowledge/skill	Training received	Staff Member	When
TIS/Forest schools	Forest School training though BOOT UP outdoor education	Theresa Love	Spring 2022
Team teach	Team teach training	Jamie Leverton Jo Bridgeman Tash Barnes	Spring 2022 Spring 2022 Summer 2022
Hearing support – Hearing aids	Hearing aid support through Teacher of the deaf.	Carly Graham Stacey Purcell	Spring 2022
SENCo qualification	NA SEN award	Laura Peters	March 2023

Partnerships with other schools and how we manage transitions:

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

- SENDCO cluster meetings (Truro area) once per term
- SENDCO network (Cornwall area) meetings twice per year
- Transition meetings for pre-school pupils entering Nursery/Reception
- Transition meetings for Y6 pupils with their chosen secondary school
- Monitoring and transition for children who are accessing alternative provision

We ensure that the transition from external Nursery settings to Reception is smooth, as a result of both the class teachers and the SENDCO visiting each child with additional needs at each individual nursery or at home.

We support the transition from Reception to Year 1 by a series of class visits and liaisons between the current and new class teacher and all other adults involved with the individual child. This support continues for each yearly transition throughout the school, if required. Parents are involved in this process as part of the SEND Support or EHCP meeting cycles.

The transition from Year 6 to secondary school is supported through transition meetings/sessions with the pupil being at the heart of the process.

For children/young people with SEND, we also ensure that extra visits are arranged involving all professionals and parents.

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. Copies of this can be requested via the school office.

Our complaints procedure:

Anyone wishing to make a complaint with regard to SEND support and provision should in the first instance talk to the SENDCO/Head Teacher. The SEND Governor is also available to discuss any concerns. Copies of the school complaints policy are available on the school website.

This year we received no complaints with regard to SEND support and provision.

Other relevant information and documents:

The Designated Safeguarding Lead in our school is Mrs Nicola Neale
The Deputy Designated Safeguarding Lead in our school is Mr Jamie Cameron

The Designated Children in Care Lead in our school is Mrs Sammy Gardner

The Local Authority's Offer can be found at <https://www.cornwall.gov.uk/education-andlearning/schools-and-colleges/special-educational-needs-file/cornwall-send-local-offer/>

Our Accessibility Plan can be found on our website:
https://www.sterme.cornwall.sch.uk/website/special_educational_needs_and_disabilities_-_local_offer/54978

A copy of our School Development Plan can be requested from the school office.
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.

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.

Exclusions

In the past academic year there has been two fixed term exclusions.

SEND Annual Reviews

Parents of all children with statements of SEND attended their child's annual review. Older children were involved in their review process. Younger children were involved where appropriate.

External Personnel and Other Agencies

St Erme with Trispen School has close links with the Educational Psychologist, Autism Support, Occupational Support, Communication Support, Speech and Language Support, Physiotherapy Teams, School Nurse and Blooms.

Links with secondary and other school settings

St Erme with Trispen School has ongoing close links with local secondary schools (in particular Penair and Richard Lander). Support for transition is good. Pupils with SEND have the opportunity to make extra visits to their new school during the summer term if required. Where alternative provision is required for a pupil for nurture style learning St Erme with Trispen School maintains very good links

between the two schools.

Inclusion

All pupils with SEND and/or disability take part in all aspects of school life including out of school activities. The curriculum is differentiated by staff to ensure that all children receive a broad and balanced curriculum. All children have participated in the full range of opportunities and events arranged by the school, including educational visits and school productions.

Equality

We are committed to inclusion and equal access for all regardless of SEND. For full details please refer to our Single Equality policy.