



SEND Annual Information Report – December 2022

Name of SENCo: Mrs K Jackman

Contact email: kjackman@looe.cornwall.sch.uk

Contact Phone Number: 01503 262625

Name of SEND Governor: Eunice O'connell and John Traverse

School Offer is available on the Academy website

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.
- ✓ All Head of Departments responsible for ensure intervention aligns with needs and seeks support from SENDCO when required to support improving practice
- ✓ An inclusive, scaffolded, and adaptive teaching, personalised approach to enable all learners, including those with SEND, to engage with all aspects of school life.
- ✓ Refer to our new 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 through assessment reports, student voice, observations, parental views, and book looks
- ✓ 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
- ✓ Learner observations and student shadow
- ✓ Ongoing curriculum assessments
- ✓ Screening through Lucid Rapid, Midyis, reading and spelling ages
- ✓ 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 and use of the Integrated Health Centre for supporting the emotional and social development of all children/young people, including those with SEND,

is set out in our Academy 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:

<u>What</u>	<u>Who</u>	<u>When</u>
Informal Discussions	All pupils	Daily
Parents' Evenings/Reports	All pupils	Termly
Home-School Book	Individual children	Daily
Assess, Plan, Do, Review meetings	Pupils on School Record of Need	Termly
Team Around the Child/Family Meetings	Individual pupils and IHC staff / AH / And or SENDCO	At least Half Termly
Student Council and SMART Council representatives	Representatives from all Class	Half termly
Questionnaires/ PASS assessments/	All pupils and parents	Twice Annually
Parent / Headteachers Meetings	Class Parent SEND representative	Monthly
General SEND Meeting and Key to Success evening	All parents	Year 6 visits Induction Open evening Annually in September

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 – Tutors encouraging students to attend a range of clubs; Social skills groups in 005 a safe space at lunch times; story boards; key worker meetings; ELSA support; Autism Champion support; use of Calm cards;
- ✓ Cognition and Learning – Cognitive Science strategies in the classrooms; Power Up Literacy intervention; Tassomai (Interleaving to support process and memory); MyMaths; provision in Key Stage Curriculum Support rooms; Savvy ; Use of Engagement Curriculum and Tiny Steps integrated activities such as 'retrieval in history using memory cards'
- ✓ Social, Emotional and Mental Health – Student Service to bottle neck SEMH priorities; First Aid Mental Health Leads; External service referrals; School Nurse; Targeted Youth Workers; Young People Cornwall; Intercom Trust; Family Support SKIP; CAHMS; Wise UP; CLEAR; Bloom; Young Carers; TIS sessions; ELSA sessions
- ✓ Sensory and/or Physical Needs – Sensory breaks; ASC training ; ASC family involvement; additional support through sports and manual work experience opportunities; sensory areas in Curriculum Support bases and interaction with sensory support through Young people cornwall and internal and external pastoral support in the Integrated Health Centre.

During the 2019/2020 academic year, we had 78 Children/young people receiving SEN Support and 5 young people with Education, Health and Care Plans.

We monitored the quality of this provision by....

We measured the impact of this provision by...

Support Staff Deployment:

Support staff were deployed in several roles:

- ✓ Support in Classroom
- ✓ 1 : 1 Provision
- ✓ Small group intervention
- ✓ Lunchtime support
- ✓ Supporting at Afterschool Clubs to recommence after half term
- ✓ Running Afterschool Clubs when restrictions allow
- ✓ Breakfast Club
- ✓ First Aid
- ✓ Support for medical needs
- ✓ Physical and sensory support
- ✓ Co-regulation through emotion coaching

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:

<u>Area of Knowledge/Skill</u>	<u>Role of Staff undertaking cpd</u>	<u>Training Received from</u>
SENCO AWARD	SENCO	Plymouth University
<u>Other CPD</u>		
Please ask for a list of CPD from the SENCO who can provide a copy of all staff and LSA there are huge amounts of training that occur.		

Whole Staff / Group Training (INSET)

<u>Area of Knowledge/Skill</u>	<u>Roles of Staff undertaking cpd</u>	<u>Training Received from</u>
Attachment Awareness training	Teaching staff and TAs	SENCO based on Dr Jennifer Nock resources and TIS
Equality and Diversity training	All staff	Cornwall County Training
Emotion Coaching	LSA and targeted staff who have needed this to ensure the Relationship and	Education Psychologists

Author of Report:

Date of report:

	Behaviour Policy if followed appropriately	
Maximising the use of Tas in the classroom EEF	All staff	Academy CPD lead who attended research school Kingsbridge course
Use of metacognition to support students to rise to learning challenges	All teachers in line with new Teaching and learning policy	Expert teacher attended Kingsbridge Research school and disseminated training
Improving the vocabulary gap – building on from our CPD in : Love of Reading Value of Writing	All teachers attended training and LSAs – teachers piloting ways of using tier 2/ 3 vocabulary in lessons and a push with DEAR time in tutor time for KS3	Alex Quigley Masterclass attended by Head of English and expert English teacher who has a history of outstanding results
The above CPD was 2022-23 For previous years we have booklets available for view, please ask.		

We monitored the impact of this training through

10-minute drop ins to classes and one hour long observation

LSA self-assessment and observations

Sharing best practice at SMART INSET and through our own LSA training

Book looks

Student voice

Parent voice

PASS ASSESSMENTS

RESET DATA

Partnerships with other schools and how we manage transitions:

We have worked with several schools in the area in the following ways:

- ✓ Discussed a year before key students that we need to plan for transition ahead of time
- ✓ Met with SENCO of all feeders' primary schools to gather strategies for all year 6 students and further information about life and interests
- ✓ Planned visits, remote presentation to whole classes, families at home and individuals that needed extra transition support
- ✓ Key workers had been part of this process and additional tours and visits to the school had been put in place
- ✓ The use of the Need-to-Know documents (currently under review due to curriculum design amendments) allowed for students to pre-learn curriculum content and familiarise themselves with visuals of what they will be learning before arriving to the Academy for transition days and their start in September
- ✓ Visual aids and passports were shared on the Transition page on our website to support families with concerns about children with autism

- ✓ The transition plan was planned to be accessible for families who can access information and those who may struggle so videos of the Academy, Leaders of Learning and key areas are available
- ✓ Regular communication for settling in was made with families who have children with SEN
- ✓ Assessment on transition to the Academy has involved reflection on Covid experiences, co-constructed data on individuals working with primary feeder colleagues, PASS assessments about self-esteem and how they feel about their return to school and Cognitive test to learn about how the children's brains work in relation to verbal, nonverbal, numerical and literacy skills.

This year, 77 children/young people requiring SEN Support and one children/young people with Education, Health and Care Plans joined us from other schools.

100% of children/young people on our Record of Need in 2019/2020 made a successful move to other schools. This included pupils moving onto their secondary education.

Pupils who started to attend our Area Resource Base were supported by the Assistant SENCO who runs the Curriculum Support Base for Key Stage 3 with a HLTA in 206 – one room is for intervention, the other for more complex needs and phased return to learning for students with sensory barriers.

The transition from year 6 to secondary school has been supported through transition presentations, visits, key worker involvement, external service involvement, PSHCE SOW about How to Be Awesome and relational activities at the start of term with tutors and key teachers.

Young people making decisions about their Key Stage 4 subjects have been supported by options interviews, Assistant Head teacher for Key Stage 4 support, Career Advisor Support and Career packages through PSHCE. External support for students who appear to be NEET and students who are SEN support and have an EHCP gained additional support through CSW.

We worked with Sixth Form/College staff to ensure that young people are prepared for transition from school to further education or training. We did this by liaising with college SENCOs, ensuring parents/carers were ok. Offering to take students on college transport and delivering a hand over to a new key worker of a young person.

For children/young people with SEND, we also shared The Little Book of Changes with them and their parents to ensure students were ready to return to school after such a long time learning from home remotely during the Covid-19 restrictions.

Parents were included in this process through the support of a Key worker who was responsible to call home to support during the lock down period and during remote learning, provision was adapted online to suit the needs of complexities within families during remote learning. IT equipment was sourced and we made sure all families could cope with the home learning offered from teachers, if families struggled we encouraged the use of other online learning support just for core subjects.

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 Academy Development Plan, which includes our SEND Development/Action Plan.

Our complaints procedure:

Anyone wishing to make a complaint about SEN support and provision should follow the LCA Offer guidance.

This year we received _____ complaints about SEN support and provision.

Other relevant information and documents:

The Designated Safeguarding Lead in our school is Mr S Yalden Our Headteacher

The Designated Children in Care person in our school is... MRs K Jackman Deputy Headteacher and SENCO

The Local Authority's Offer can be found at on the LCA offer

Our Accessibility Plan can be found on our website here:

The School Development plan can be found on our website...

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