

Name of SENDCo: Mrs. Kate Jackman

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Name of DSEN Governor: Miss Eunice O'Connell

Whole School Approach to Teaching and Learning:

Every teacher and leader is a teacher and leader of SEND

- ✓ 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, scaffolded, and personalised approach to enable all learners, including those with SEN, to engage with all aspects of school life.

Our Graduated Response for Learners:

- ✓ Entry assessments
- ✓ Continual monitoring of the quality of teaching.
- ✓ Identifying and tracking the progress of children/young people that require support to catch up.
- ✓ Identification of children/young people requiring SEN 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 SEN Support, or with an Education, Health and Care Plan (or statement) are on our Record of Need.

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

- ✓ Transition visits and liaison with feeder primary schools and attendance to year 6 EHCP reviews and observations in year 5 and 6 classes.
- ✓ Liaison with parents from year 6 to gather holistic evidence.
- ✓ Entry assessment Lucid Rapid/Exact; MIDYis; NGRT reading; spelling; sensory audits ; ND profiling toolkit
- ✓ Class teacher refers to SENDCO if support put in place by class teacher is not having desired impact.
- ✓ LSA weekly discussions and referrals and updates on students as and when/if required.
- ✓ Regular discussions with parents and carers, both formal and informal. Parents/carers have access to a SEND Café
- ✓ Ongoing curriculum assessments. School academic reports.
- ✓ Tracking progress using data to inform APDR.
- ✓ Evidence gathered by teachers and referrals made to suggest testing for exam access arrangements linked to the normal way of working.
- ✓ Further assessments by specialists, including those from external agencies.

We take a holistic approach by considering all aspects of a child's development and well-being.

Our senior 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 which now included Peer Mentoring through the NHS for KS3 to assist with transition from year 6 - 7.

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

What	Who	When
<p>Informal Discussions</p> <p>All About Me questionnaires</p> <p>Students Key Stage Questionnaires</p>	<p>Teachers</p> <p>SEND team/ LSA/parents</p>	<p>At the end of the school day or at other times through prior arrangement</p> <p>At review points, on entry in year 7 and as part of APDR/ whole cohorts at transition points</p> <p>Student questionnaire x2 -3 annually</p>
<p>Parent Consultation Evenings</p> <p>SEND Café Mondays and by appointment.</p>	<p>Children, Parents and Carers, Teachers and the SENCo if appropriate</p> <p>Children, Parents and Carers, Teachers and the SENCo if appropriate</p>	<p>Every term</p> <p>Through monitoring by SEND and pastoral team – invite or parent/child self-referral whenever needed</p>
<p>“Assess, Plan, Do, Review” meetings for children with SEN</p>	<p>Children, Parents and Carers, Teachers and the SENDCo</p> <p>Priority planning</p>	<p>Termly and when an Education, Health and Care Plan needs to be reviewed.</p> <p>*Or if attendance, behaviour or attainment is a concern</p>
<p>SMART SEND reviews</p> <p>Dedicated SEND Learning walks and Drop Ins/book looks/forums</p>	<p>SMART SEND advisors</p> <p>T & L leaders</p> <p>Children</p>	<p>Annually</p> <p>Half termly</p>
<p>Home-School Book</p>	<p>Teachers and Parents/Carers</p>	<p>When daily face to face contact is difficult</p>

Team Around the Child Meetings	Children, Parents and Carers, Teacher, SENDCo and any other professionals who are involved with the child.	Every 6-8 weeks for those children with a need that requires extra focus
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The Assess, Plan, Do, Review Cycle:

For children/young people on our Record of Need, a more detailed Assess, Plan, Do, Review cycle is established by our SENDCo, Kate Jackman, 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 – Small group and individual adult support within class; individual visual timetables and picture symbols to aid communication, individual and group work following speech and language support including social stories and staff training.
- ✓ Cognition and Learning – Use of IT software/apps to develop reading and spelling skills, small group and individual learning support from additional adults, recording menus for alternative ways of recording their work, task management boards. Cognitive sciences embedded in our universal offer and curriculum plans.
- ✓ Social, Emotional and Mental Health – whole school nurture approach, TIS support and one-to-one, out of class therapeutic sessions; intensive classroom support when needed, 1-1 support for pupils from the Educational Mental Health Practitioner/ assessment through first aid mental health leads and ELSA.
- ✓ Sensory and/or Physical Needs – Reasonable adjustments and out of class sensory breaks, one-to-one physical/ sensory support sessions. Ear defenders, weighted blanket and fast passes for quiet classrooms.

During the 2021/22 academic year we had 75 children receiving SEN support and 8 EHCPs.

We monitored the quality of this provision by: monitoring ‘Assess Plan Do Review’ documents to ensure appropriate provision was in place; carrying out learning walks across subject areas to observe the provision as it was carried out; undertaking more in depth observation of interventions.

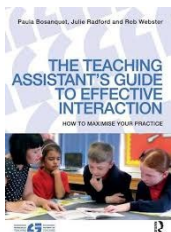
We measured the impact of this provision by setting specific, relevant targets for each intervention which were measurable, attainable, and short-term. Teachers then judged how far these targets had been met and the SENDCo carefully tracked each pupil on the Record of Need to ensure adequate progress was made.

Support Staff Deployment:

Support staff were deployed in a specific role:

- ✓ Supporting learning within the classroom with responsibility within specific departments such as Maths, science, and English.
- ✓ Carrying out interventions both within and outside of the classroom with a particular focus on the EEF Scaffolding framework approach

- ✓ Specially trained in emotion coaching and co-regulation to help assess the emotional development of any children in their class with a specific need in this area and provide therapeutic support for those children.
- ✓ Completion of reflections from the following resource. Showing reflection in pedagogy through on the job training



- ✓ Deployment contract agreed through teacher and LSA relevant to EEF Maximising TA in the classroom guidance.
- ✓ Supporting scaffolding, adaptive teaching through flexible grouping

We monitored the quality of this support by carrying out learning walks across faculty areas to observe how support staff are being used and by observing support staff carrying out interventions. Head of Curriculum areas measure the impact of subject relative interventions by analysing attainment and progress data and by looking for patterns and tendencies through liaison with SENDCo.

Distribution of Funds for SEN:

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

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

Continuing Development of Staff Skills:

<u>Area of Knowledge/Skill</u>	<u>Staff Member</u>	<u>Training Received</u>
SEN Various	Kate Jackman SENDCO Qualified SENDCO Hayley Gardner (new in post April 2024) Qualified SENDCO	Trust network meetings CACE representative for SMART EEF Maximising TAs in the classroom EEF SEND in the Mainstream schools
Social, Emotional and Mental Health	Kate Jackman	Senior Mental Health Leader Attachment /

ELSA	<p>Anna Sallow</p> <p>Ashleigh Woolaston</p> <p>Jackie Jones</p>	<p>TIS Supervision /bereavement</p> <p>TIS Supervision / First Aid MH/counselling training</p> <p>First Aid Mental Health/ELSA</p>
Communication and interaction	<p>Hayley Gardner SENDCO</p> <p>Jackie Jones</p> <p>Ruth Carter</p> <p>LSAs</p> <p>LSAs /Teachers</p> <p>Kate Jackman/ Jackie Jones</p>	<p>Selective Mutism / SALT</p> <p>Autism Champion</p> <p>Autism Champion</p> <p>ASC girls who mask training</p> <p>ASC training from County ASC team and teacher clinic</p> <p>ND Profiling Toolkit</p>
Cognition and Learning	<p>Kate Jackman</p> <p>Jan Owen</p> <p>Beth Hicks</p> <p>Hayley Gardner</p> <p>All staff</p>	<p>Metacognition training</p> <p>Power Up Lead training</p> <p>Read Write Ink Fresh Start</p> <p>Dyscalculia</p> <p>Cognitive Science training & Metacognition</p> <p>SEND in the Mainstream training led by LOL</p> <p>Maximising the TA in the classroom – KJA/LOL</p>
Social, Emotional and Mental Health	<p>LSAs and select staff</p> <p>All Staff</p> <p>All Staff</p>	<p>Emotion Coaching</p> <p>De-escalation training led. By Gemma Riley</p> <p>All staff embedding - When the adult changes, everything changes.</p> <p>Training 2022- 2023 CPD incorporating new Relationship and Behaviour</p>

		policy linked to new Teaching and Learning Policy
Sensory and Physical	Hayley Gardner SENDCO Jackie Jones Ruth Carter PE department / Science department	ASC Training Devon Council Autism Champion Autism Champion Occupational therapy support for specific students

We monitored the impact of this training through...

- Planning reviews
- Class monitoring
- Observing interventions
- Talking to children

Partnerships with other schools and how we manage transitions:

We worked with a feeder schools and schools where students arrive solely on their own in the area in the following ways:

- ✓ Primary offer across subjects
- ✓ Year 6 children mixed with other schools in the area for transition visits with their secondary schools.
- ✓ Peer mentor opportunities
- ✓ Meetings with new families in our SEND café to offer tours and photographic journeys.
- ✓ SEND visits to all children with SEND in feeder primary schools to observe and speak to children and complete 'All About Me'.

A smooth transition from Primary to Secondary education is ensured. More information on this can be found on our website.

The transition from Year 6 to secondary school is supported through a carefully planned transition programme which is enhanced in bespoke ways to suit the needs of individual children and family preferences.

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.

Our complaints procedure:

Our complaints procedures can be found on our school website.

There have been no complaints about SEN support and provision.

Other relevant information and documents:

The Designated Safeguarding Lead is Scott Yalden.

The Designated Children in Care person in our school is Kate Jackman

The Local Authority's Offer can be found at www.cornwallfisdirectory.org.uk

Our Accessibility Plan can be found 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 and School Offer (our contribution to the Local Offer) can be accessed via the links on our website.

Our SEN 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.