



SEND Information Report – 2020-21

Name of SENDCO: Maria Barnes

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Contact Phone Number: 01726 832542

Name of SEND Governor: Kay Taylor

Our School Local Offer link:

https://www.fowey-jr.cornwall.sch.uk/website/special_educational_needs_and_disabilities_send/77232

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 SEN, to engage with all aspects of school life.

Our Graduated Response for Learners:

- Continual monitoring of the quality of teaching
- Identification of individuals who require support to catch up; addressing their short-term barriers to learning; monitoring and tracking their progress
- Identification of children whose needs are additional and different and who require SEN Support; placement on the School's Record of Need; initiation of "assess, plan, do, review" cycle.
- Referral onto the CELT pathway for consideration at CELT (Cornwall Education Learning Trust) SEND panel. Please refer to SEND Policy for further details.
- Where appropriate assessments by external agencies
- 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 (EHCP) are on our Record of Need.

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

- Initial concerns raised and addressed through normal classroom practice (by parent or teacher)
- Class teacher refers concerns to SENDCO
- Pupil view (strengths and barriers to learning) inform Pupil Passport
- Parents raise concerns/ask for help
- Ongoing curriculum assessments
- Information gathered when children transfer schools
- Termly tracking progress using data
- Further assessments by SENDCO and, where appropriate, by external agencies e.g. SALT/Educational Psychologist

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 Local Offer. Our measures to prevent bullying can be seen in our Anti-bullying policy. Our measures to keep all children, including children with SEND, safe are outlined in our Safeguarding Policy

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

What	Who	When
Informal Discussions	All pupils	Daily
Parents' Evenings/Reports	All pupils/parents	Termly
Home-School Book	All pupils	When needed
Assess, Plan, Do, Review meetings	Pupils on School Record of Need	Half Termly
Team Around the Child/Family Meetings	Individual pupils	When scheduled (usually Termly)
School Council	Representatives from all classes	Termly
Questionnaires	All parents, pupils, teachers	Annually
Parents' Forum	Parents	Termly
Pupil Conferencing	Pupils	Termly
EHCP Reviews	Pupils/parents	Annually (at least)
All About Me	Pupils on School Record of Need	Annually
Pupil passport	Pupil/Teacher	Annually
PSHE	Pupil/Teacher	Weekly
Circletime/Chatbox	Pupil/Teacher	Daily

The Assess, Plan, Do, Review Cycle:

For children on our Record of Need, an Assess, Plan, Do, Review cycle will be established by the SENDCO in partnership with the child, their parents and the class teacher. Please see our SEND Policy for further details.

This year, provisions made for children on our Record of Need has included:

Communication and Interaction:

- Speech and Language 1:1 and/or small Group Intervention
- Social Stories
- Makaton
- PECs and Visual support
- Augmented Communication Aids
- TACPAC

Cognition and Learning:

- Focus group Interventions in all areas of Literacy and Numeracy
- Targeted Additional Adult Support
- Pre-Learning
- Precision Teaching
- Visual Learning
- Readers
- Scribes
- KS2 SATs Access Arrangements



- Provision of additional learning resources such as coloured overlays, pencil grips, dyslexia friendly exercise books (tinted paper)

Social, Emotional and Mental Health:

- 1:1 with Learning Mentor
- Social/Emotional Skills individual and small group sessions
- Buddies
- Emotional Wellbeing intervention (TIS)
- Referral to external agencies
- Funding external counselling

Sensory and/or Physical Needs:

- Individual Laptop for recording
- Fine Motor Control Intervention (Top to Toe)
- Specialised equipment
- Personalised Sensory Diet
- Sensory aids e.g. chews, fidgets
- Individual sensory breaks supported by an Adult
- Fun Fit
- 1:1 physiotherapy and OT programmes

During the 2020/2021 academic year, 14 (%) children were on the School Record of Need. This comprised of 18 children receiving SEN Support and 4 children with Education, Health and Care Plans.

June 2021 awaiting outcome of 3 EHCP Assessments by Cornwall Statutory Assessment Team.

We monitored the quality of this provision by:

- Observations
- Book & Planning Scrutiny
- Pupil Conferencing; Learning Walks
- Progress towards individual targets
- Staff discussions
- Meetings with parents
- External agency communication

We measured the impact of this provision by half termly quantitative assessment and ongoing qualitative assessment.

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 to promote social communication and physical needs
- Supporting pupils at after school clubs
- After school Clubs
- Breakfast Club
- PPA Cover
- First Aid
- Physiotherapy and OT programmes
- Enabling pupils to access enrichment activities and interventions
- Emotional wellbeing intervention
- Intimate Care of pupils with physical and medical needs
- Trauma Informed schools practitioner

We monitored the quality and impact of this support by:

- Observations
- Book Scrutiny
- Pupil Conferencing
- Learning Walks

Distribution of Funds for SEND:

This was allocated in the following ways:

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

2020-2021 Continuing Development of Staff Skills in SEN included:

- Read Write Inc. intervention training
- Complex medical needs training (trachy)
- Respiratory Protective Equipment (RPE) fit testing and training
- Trauma informed practitioner training
- Investigating mathematical needs to inform provision
- Sensory Needs training
- Speech and language
- Cognition and Learning Conference 2021
- First Aid
- Manual Handling
- Safeguarding training (Tier 2 and 3)
- Team Teach training
- Behaviour strategies
- Zones of regulation
- Metacognition
- Talk for writing
- Oracy



- Literacy trusts everybody ready for school
- Accelerated reader
- NELI (The Nuffield Early Language Intervention)
- Training provided by external agencies e.g. OT, Physiotherapist, SALT for adults working with pupils with a personalised plan

We monitored the impact of this training by monitoring teaching and learning.

Partnerships with other schools and how we manage transitions:

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

- Transition to Secondary Schools
- Transition into Reception Class from Independent Nurseries
- Transition into Fowey from other schools
- SENDCO network and cluster meetings within and outside the Cornwall Education Learning Trust

2020/21 5 children requiring SEN Support and 1 with an EHCP came to us from other schools; 5 children on our Record of Need in 2020/21 have transitioned to Secondary school and 1 children on the Record of Need have transitioned to another Primary school during the academic year.

We ensured that the transition from Nursery to Reception was smooth by:

- Staff visits to feeder Nurseries
- Additional staff visits to feeder Nurseries (if needed)
- Virtual meetings held with parents and individual families in Summer Term
- Learning Together sessions in the Summer Term
- Transition sessions in July
- New Pupils allocated Year 6 Buddy for academic year (2021/22)
- Transition meeting of involved staff
- Parent Information Pack
- Additional literacy trust sessions, to promote reading and readiness for school, for families with vulnerable children and those with communication needs.
- Strengthening link with local pre-school by training their staff in the use of RWI phonics
- Memory book
- Transition Books, including photographs of all relevant staff, the classrooms etc, sent home for parents to share with their child over the holiday (if needed)
- SENDCO/Headteacher meetings or phone calls with parents of SEND Pupils Summer Term
- Class Teacher welcome letter sent to pupils in August

Internal transition was supported by:

- Transition Morning
- Transition meeting of involved staff
- Individual Support Plans shared with new class teacher in September
- New pupils joining Y1-Y6 in Sept. invited to attend transition events



Enhanced internal transition included:

- Additional opportunities for individuals to visit class/next teacher
- Additional transition meeting with parents
- Transition booklet sent home during holiday
- Class teacher welcome back letter in August
- Fiction and non-fiction books given to pupils to support engagement of reading over the summer break

The transition of pupils within the academic year was supported by:

- SENDCO, Headteacher or class teacher communicating with previous school
- SENDCO, Headteacher meeting with parent and pupil prior to starting

The transition from year 6 to secondary school was supported through:

- Additional visits for some pupils accompanied by school staff
 - Transition book (if needed)
 - Class Teacher and SENDCO meeting with SENDCO and Head of Year from Secondary Schools to share information and SEN files
 - SENDCO liaised with external professionals and Secondary School SENDCO
- Parents were included in this process throughout.

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 SEN Development/Action Plan. This can be found on the school website.

Our complaints procedure:

Anyone wishing to make a complaint with regard to SEND support and provision should contact our SENDCO, Maria Barnes, in the first instance. If unsatisfied with the outcome, contact should be made with the Headteacher or SEND Governor, following our complaints procedure, which is available on our website.

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

Other relevant information and documents:

- The Designated Safeguarding Lead is Kate Sicolo
- The Designated Safeguarding Lead Cover is Maria Barnes
- The Designated Teacher for Children in Care is Maria Barnes
- The Local Authority's Offer can be found at www.cornwallfisdirectory.org.uk
- Our Accessibility Plan can be found on our website
- The School Improvement plan can be found on our website
- Our SEND Policy and 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 Local 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.

SEN Pupils Attendance Percentage of Sessions

Group	Authorised Absences	Unauthorised Absences	% Attend
EHCP Pupils	3.05%	0.64%	96.06
SEN Support	6.06%	0.29%	93.65
Non SEND Pupils	7.3%	0.32%	97.31