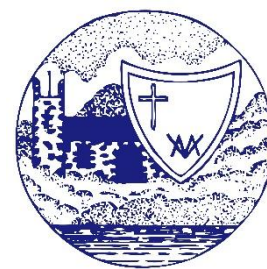


Mawnan CE VA Primary School



SEND Information Report – January 2025

Name of SENDCO: Mrs Annette Jones

Dedicated time weekly: 1 morning

Contact email: SENCO@mawnanschool.com
Number: 01326 250660

Contact Phone

Name of SEND Governors: Mrs Helen Hickman

School Offer link:

http://mawnanschool.com/web/special_educational_needs_sen/536723

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.
- Please refer to our Teaching and Learning Policy for more details.

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.
- 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:

- Class teacher refers concerns to SENDCO.
- Ongoing curriculum assessments.
- Termly tracking progress using data.
- Further assessments by SENDCO and, where appropriate, by external agencies.

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 SEN, is set out in our School 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:

<u>What</u>	<u>Who might be involved?</u>	<u>When</u>
Informal Discussions	SENDCO; teachers; TAs; Headteacher; SEND Governor; all pupils	Continual throughout the year
Parents' Evenings/Reports	Class teachers; Headteacher; parents; pupils	Termly
Assess, Plan, Do, Review meetings	Class teachers; SENDCO; Pupils on School Record of Need and their parents	Termly
Annual Reviews	SENDCO; Headteacher; Class teacher; TA; Pupils with an EHCP and their parents; external professionals involved with the child and family.	
Team Around the Child/Family Meetings	Individual pupils and their parents; class teachers; TAs; SENDCO; external professionals involved with the child and family	Approx 6 weekly
Questionnaires/Surveys	All pupils and parents	
Telephone and/or Virtual communications	SENDCO; Headteacher; class teachers; TAs; parents	

The Assess, Plan, Do, Review Cycle:

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

In the period between December 2023 and December 2024, 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
 - Visual support
 - Now and Next boards/Choice boards
 - Task boards
 - ICT programs/apps to support language
 - Social curriculum intervention 1:1 and small group
 - Personalised Engagement Curriculum

- Cognition and Learning:

- Learning packs and support for individual pupils with specific learning difficulties
- Personalised Engagement Curriculum
- Focus group and 1:1 Interventions in all areas of Literacy and Numeracy eg Spelling Shed; 60 minute Reads; Reading Recovery; 'Ready To Progress' and Rapid Response Personalised spelling lists
- Targeted Additional Adult Support
- Pre-Learning; precision teaching
- Processing and Working Memory Intervention
- Phonological Awareness Intervention
- Dyslexia-friendly strategies
- Readers
- Scribes
- Learning Pod

- Social, Emotional and Mental Health:
 - PE intervention to improve confidence
 - Social/Emotional curriculum intervention 1:1 and small group
 - BF Adventure
 - Play Therapy
 - Music Therapy
 - Visual Timetables

- Sensory and/or Physical Needs:
 - Individual laptop for recording
 - Fine motor control intervention
 - Specialised equipment
 - Personalised Sensory Diet
 - Sensory aids eg chews, fidgets, therabands
 - Sensory items eg weighted clothes; swivel chairs
 - Sensory Circuits
 - OT advised interventions
 - Sensory Room
 - Movement Breaks

At the start of the Spring term in **January 2024, 16 children (11.2%) were on the School Record of Need**. This comprised of 13 children receiving SEN Support (9.15%) and 3 children with Education, Health and Care Plans (2.2%). These figures are below the national averages.

At the end of the Autumn Term in December 2024, 15 children (10.56%) were on the School Record of Need. This comprised of 12 children receiving SEN Support (8.5%) and 3 children with Education, Health and Care Plans (2.1%). The overall and SEN Support figures were well below the national average for primary schools and the figure for pupils with an EHCP was slightly below the national average.

We monitored the quality of this provision by carrying out lesson observations, book and planning scrutiny, pupil conferencing and learning walks.

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

Support Staff Deployment:

Support staff were deployed in a number of roles:

- SEN teacher
- Support in Classroom
- 1 : 1 in-school provision
- Small group intervention
- Playground support
- Lunchtime support
- PPA Cover (HLTAs)
- First Aid

We monitored the quality and impact of this support by observations, book scrutiny, pupil conferencing and learning walks.

Distribution of Funds for SEN:

This was allocated in the following ways:

- Support staff including a specialist SEN teacher
- External Services (See School Offer)
- Teaching and Learning resources
- Staff training
- Specific SEND resources eg sensory items
- Specialist Provision eg Play therapist; Music therapist
- Provision of a sensory pod
- Individual provision and support at Outdoor Education Centre

Continuing Development of Staff Skills In SEN:

<u>Area of Knowledge/Skill</u>	<u>Staff Member</u>	<u>Subject</u>
Cornwall SEN Support Services	SENDSCO	SEN updates nationally and in Cornwall New to SENDSCO course
Communication and Interaction	Specific staff	Shape Coding Intensive Interaction
Cognition & Learning	Teachers and specific TAs	Understanding and Supporting Children with Downs Syndrome
CDP provided by SENDSCO		
	Teachers and HLTAs	--Code of Practice update -Your Responsibilities - Neuro-Diversity in the school using neuro-affirming language

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 senior Schools
- Transition into Reception Class from Mawnan Pre-school and other independent nurseries
- Transition into Mawnan School from other schools

During this period, 1 child with an EHCP and 1 pupil requiring SEN Support came to us from another setting; 3 children on our Record of Need in 2023/24 moved onto secondary schools.

We ensured that the transition from Nursery to Reception was smooth by regular communication, including visits, between relevant school staff, the feeder nurseries and parents.

For all year groups, the relevant school staff met to share information regarding all individual pupils during the summer term. Some pupils on the RON had additional transition support for preparation to move into the next class.

The transition of year 6 to senior schools was supported through the sharing of information between the Year 6 teacher and the schools' SENDCOs. Pupils with SEND made additional visits to the schools.

Parents were included in this process wherever possible.

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 Plan.

Our complaints procedure:

Anyone wishing to make a complaint with regard to SEN support and provision should contact our SENDCO, Annette Jones or the Headteacher in the first instance. If unsatisfied with the outcome, contact should be made with the SEN Governor.

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

Other relevant information and documents:

The Designated Safeguarding Lead in our school is Miss J Pridmore (Headteacher)

The Designated teacher for Looked-After Children in our school is Miss J Pridmore (Headteacher)

The Local Authority's Offer can be found at

<https://www.supportincornwall.org.uk/kb5/cornwall/directory/home.page>

Our Accessibility Plan can be found on our website.

The School Development plan can be found on our website.

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.

The Governing Body approved this SEND Information Report on 27.01.25

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

Report Author : Mrs Annette Jones, SENDCO

Date: 01/01/2025