



MAWNAN C of E VA PRIMARY SCHOOL

SEND Information Report – January 2021

Name of SENCO: Mrs Sue Plechowicz
day

Dedicated time fortnightly: 1

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

Contact Phone

Name of SEND Governor: Mrs C Mitchell

School Offer link: <https://www.mawnanschool.com/sen-offer/>

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 SENCO
- Ongoing curriculum assessments
- Termly tracking progress using data
- Further assessments by SENCO 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



MAWNAN C of E VA PRIMARY SCHOOL

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	SENCO; 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; SENCO; Pupils on School Record of Need and their parents	Termly
Team Around the Child/Family Meetings	Individual pupils and their parents; class teachers; TAs; SENCO; external professionals involved with the child and family	Approx. every 6 weeks
Questionnaires/Surveys	All pupils and parents	Annually
Telephone and/or Virtual communications	SENCO; Headteacher; class teachers; TAs; parents	When required

The Assess, Plan, Do, Review Cycle:

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

In the period between September 2019 and December 2020, 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
 - Now and Next boards/Choice boards
 - Task boards
 - ICT programs/aps to support language
 - Social curriculum intervention 1:1 and small group

- Cognition and Learning :
 - **Learning packs and support for all pupils during COVID lockdown**
 - **Hub School learning and support for vulnerable pupils and those of Keyworkers.**



MAWNAN C of E VA PRIMARY SCHOOL

- Focus group and 1:1 Interventions in all areas of English and Maths
- Targeted Additional Adult Support
- Pre-Learning; precision teaching
- Processing and Working Memory Intervention
- Phonological Awareness Intervention

- Toe-by-toe
- 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
 - Mentoring

- Sensory and/or Physical Needs :
 - Individual Laptop for recording
 - Fine Motor Control Intervention
 - Specialised equipment
 - Personalised Sensory Diet
 - Sensory aids eg chews, fidgets
 - Fun Fit
 - OT advised interventions
 - Sensory Room
 - Movement Breaks
 - PE Inclusion Festival

At the start of the 1920/21 academic year, 11 children (8.4%) were on the School Record of Need. This comprised of 8 children receiving SEN Support (6.1%) and 3 children with Education, Health and Care Plans (2.3%). All these figures are below the National Average.

We monitored the quality of this provision by lesson observations, book looks, pupil progress meetings and pupil conferencing.

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

Support Staff Deployment:



MAWNAN C of E VA PRIMARY SCHOOL

Support staff were deployed in a number of roles:

- SEN teacher
- Support in the classroom
- 1 : 1 in-school provision; 1:1 provision off school site.
- Small group intervention
- Playground support
- Lunchtime support
- PPA Cover (HLTAs)
- First Aid

We monitored the quality of this provision by lesson observations, book looks, pupil progress meetings and pupil conferencing.

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)
- Provision of a sensory pod
- Individual provision and support at BF Adventure

Continuing Development of Staff Skills In SEN:

<u>Area of Knowledge/Skill</u>	<u>Staff Member</u>	<u>Training Received</u>
SEN Code of Practice	All teaching staff and HLTAs	Classteachers' Responsibilities provided by SENCO
Communication and Interaction	EYFS Staff	Makaton
Support a Safe & Successful Return to School using the SWAN framework	SENCO	Creative Learning
High Standards and an Inclusive Curriculum	SENCO	Virtual Webinar
Lego Therapy Intervention	SENCO	Th Contented Child Virtual Training
Overview of MPS – San Filippo disease	Headteacher; SENCO; Y3 Class teacher; 2x TAs.	MPS Society – Virtual Training
Curriculum for SEND	SENCO	HMI Webinar
aAspects of SEN	Teachers and HLTAs	one to one PD in supporting learning in SEN children, provided by SENCO



MAWNAN C of E VA PRIMARY SCHOOL

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 Mawnan Pre-school and other Independent Nurseries
- Transition into Mawnan School from other schools

During this period, 1 child requiring SEN Support came to us from another primary school and 1 child with an Education, Health and Care Plan transitioned from Mawnan Pre-school ; 2 children on our Record of Need in 2020 moved onto secondary schools.

Unfortunately, due to COVID lockdown we were not able to hold transition days this year. However, we ensured that the transition from Nursery to Reception was smooth by regular communications between relevant school staff, the feeder pre-schools, nurseries and parents. School staff contributed to the application of an EHCP for a child who attended Mawnan Pre-school and who transitioned to our Reception Class in September 2020.

For all year groups, the relevant school staff met to share information regarding all individual pupils during the Summer term.

The transition of year 6 to senior schools was supported through the sharing of information between the SENCOs and remote sessions and tours.

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 SENCO, Sue Plechowicz 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)



MAWNAN C of E VA PRIMARY SCHOOL

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

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

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 18th January 2021.

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 Sue Plechowicz, SENCO

Date: 04/01/2021