



SEND Information Report

For academic year 2020-2021

Name of SENDCo:	Miss Rachel Nile
Dedicated time weekly:	5 days including time for DSL role.
Contact email:	rnile@mount-charlessch.org
Contact Phone Number:	01726 73911
SEND Governor:	Mrs Gina Briggs
School Offer link:	https://www.mount-charlessch.org/web/send/222907

Policy

The Special Educational Needs policy is updated annually in the autumn term and is written in line with the new Code of Practice for Special Educational Needs and Disability (SEND) 2014 which replaces the Code of Practice 2001. The code details the rights and responsibilities of parents and children throughout the process.

SEN Policy link: <https://www.mount-charlessch.org/web/send/222907>

Whole School Approach to Teaching and Learning:

- ✓ Delivery of high quality of education (school-based curriculum)
- ✓ High Quality Teaching and Learning – All teachers are responsible for the learning and progress of every child in their class, including those with SEND, including EHCP outcomes
- ✓ 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.
- ✓ Identifying and tracking the progress of children/young people that require support to catch up by:
 - Ongoing curriculum assessments.
 - Ongoing assessment of EHCPs/ Student Support Plans.
 - Tracking progress using data.
 - Termly meetings between class teachers and SENDCo.
 - Further assessments by specialists, including those from external agencies.
- ✓ How we identify children that need additional or different provision:
 - Initial concerns raised and addressed through normal classroom practice (by parent or teacher).
 - If the child does not respond, or if their needs are additional or different from normal classroom practice, then the child would be monitored by the teacher and SENDCo and put 'On Alert' on the school register.
 - If the child requires further additional or alternative provision and the school is required to consult with outside agencies, then the child is considered to be receiving 'SEND Support' and the "Assess, plan, do, review" cycle is initiated.
 - In some cases, a child's needs cannot be met by the support outlined and an Education and Health Care Plan is requested.
- ✓ All children/young people identified as requiring SEND Support, or with an Education, Health and Care Plan are on our Record of Need.

We take a holistic approach to 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 School 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	At least Half Termly
School Council	Representatives from Y2-Y6	Half termly

Numbers of pupils with SEND

SEND Numbers 2020-21, Including the Area Resource Base	
Statement/EHC Plan	20
SEN Support	63
Total	83

Specific needs of SEND pupils 2020-21 based on New SEND Code of Practice areas of need. Some children require support in more than one of these areas	
Social, Emotional and Mental Health (including ADHD)	14
Sensory and/or Physical	1
Cognition and Learning (including Dyslexia)	16
Communication and Interaction (including ASD)	52

NB. Data from 23/07/2021 and does not account for mobility during the year.

The Assess, Plan, Do, Review Cycle:

For children/young people on our Record of Need, an Assess, Plan, Do, Review cycle will be established by Miss Nile 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 – Speech and Language Therapy sessions, Language Links sessions, Group work opportunities within the classroom and during nurture groups at break times, visual timetables, Widget symbols to support changes, Transition photograph books.
- ✓ Cognition and Learning – Read Write Inc group and individual interventions, Nessy Reading and Spelling Programme, Fresh Start, Maths, TEACCH trays and provision of additional resources such as easy grip pens, writing slopes, and coloured overlays.
- ✓ Social, Emotional and Mental Health – Creating Boxall Profiles, Draw and Talk sessions, Mentoring sessions, Social Emotion and Mental Health group interventions, access to enrichment activities such as clubs and trips, referrals to external agencies, including support from our assigned Mental Health Support Team Practitioner.
- ✓ Sensory and/or Physical Needs – Fun fit, Dough gym, Funky fingers, individual personalised programmes.

We monitor the quality of this provision by meeting regularly with the staff providing the support, meeting regularly with parents, monitoring the impact of the provision within the intervention and the classroom.

We measure the impact of this provision by reviewing the impact that it is having on the child both within the intervention and within the classroom environment through meetings and general formative assessment including the success of EHCP outcomes.

Distribution of Funds for SEND:

During 2020- 2021 this was allocated in the following ways:

- ✓ Deployment of Teaching Assistant staff
- ✓ Targeted teacher time
- ✓ External Services (See School Offer)
- ✓ Teaching and Learning resources

[Type here]

[Type here]

[Type here]

- ✓ Staff training

Support Staff Deployment:

Support staff were deployed in a number of roles:

- ✓ Working with individuals and small groups within the classroom.
- ✓ Working with individuals and small intervention groups outside of the lesson.
- ✓ Working with children during break and lunchtimes to facilitate social communication skills.
- ✓ SENDCo support for teachers, teaching assistants, children and parents, as well as the completion of administrative works and liaison with external agencies.
- ✓ Support for medical needs.
- ✓ Support for moving and handling needs.

We monitor the quality and impact of this support through learning walks, pupil conferencing, staff discussions, meeting with parents, monitoring of assessment information including work book scrutiny and provision maps.

Continuing Development of Staff Skills:

Staff training 2020-21 included:

- RWI/Fresh Start training.
- Team teach training (Physical restraint).
- Behaviour Support training.
- Makaton Training.
- NELI (Nuffield Early Language Intervention) Training.
- Talk Boost Training.
- Monthly Teaching Assistant training to ensure cascading of information and upskilling across a range of areas.
- Edukey Provision Map training.
- First Aid training.
- Precision teaching.
- On-going internal moderation

Whole school training this year has included:

- RWI development days
- Power Maths training
- Mental Health and Wellbeing training, including Emotion Coaching.
- Joe McGovern (Trust SEND Lead) Quality First Teaching.

We monitor the impact of this training through learning walks, pupil conferencing, follow up staff meetings and drop-in sessions for staff to raise queries.

Partnerships with other schools and how we manage transitions:

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

- ✓ SENDCo network and cluster meetings both within and outside the CELT Learning Trust. These continued virtually during the pandemic.
- ✓ Year groups and subject leader liaison across the Trust.

[Type here]

[Type here]

[Type here]

✓ Sharing of good practice ideas.

Nine children on the Record of Need joined Mount Charles school. Two children on our Record of Need made a successful in-year move to another school. Successful transition processes were in place for nine SEN Support children and four children with Education and Health Care Plans to their chosen Secondary Settings. This included two children from the ARB.

We ensure a positive transition from nursery to reception by developing an effective, ongoing relationship with our main feeder nurseries. Our SENDCo and Early Years Lead are in regular communication with them throughout the year and attend TAC meetings etc where relevant. The EYFS Lead visits each nursery and gives a Mount Charles School uniform – these are added to role play areas. We encourage visits from prospective new parents in the autumn term each year and provide parents with our Prospectus and First Days booklet which is also available on our website.

All about me forms are completed for each child and are used to inform transition.

A comprehensive transition form is used to gather information in phone calls and Teams meetings with parents.

Across the school, in July 2021, social stories were sent home with photographs of the members of staff working in each bubble. In addition to this, children met their new teacher and had a session with them in the classroom.

The transition from year 6 to secondary school was supported through close liaison with the class teachers who alongside the SENDCo from Mount Charles had virtual meetings with the staff from the secondary schools. Detailed notes were passed on the receiving schools. Children on the Record of Need were given virtual tours of their new school and were also invited to tour their new school after the school day had finished. They were also invited into two of the secondary schools for sessions in the summer holidays.

Throughout the two lockdowns in the year, parents of the children with EHCPs were invited into school. They were called weekly and were able to contact the school by phone, class dojo or the school email address. Support was sought by the SENDCo for families that required it.

Both the mainstream SENDCo and ARB manager attended TAC meetings and annual reviews of children that would be new to the school.

Special arrangements in relation to COVID-19.

During Lockdown 3, January 2021 – March 2021, we encouraged all of our vulnerable pupils into school.

Following the guidelines provided by the government children that attended school were taught as described below:

- children were taught in year group bubbles.
- children had access to their relevant curriculum through planned lessons, set by class teachers, which took into account the need for a 'recovery curriculum', to cover any knowledge and skills missed during the Covid-19 pandemic as well as any well-being needs.
- children had access to the provisions listed in the School Offer that could be delivered whilst adhering to government guidance. These included:
 - activities linked to the outcomes on their Education Health Care Plans.
 - visual supports such as visual timetables, working memory boards, now and next cards or task cards.
 - coloured overlays, ear defenders and sensory boxes.
 - technology where appropriate, such as laptops and iPads.
 - access to support emotional well-being, such a social or emotional stories.

- online provisions, such as Spelling Shed, Times table Rockstars and Accelerated Reader.
- in class provision such as precision teaching, Numicon, and SALT activities.
- interventions took place within bubbles. Trained Teaching Assistants delivered these interventions following government social distancing guidelines and hygiene.
- SEND children had access to break out spaces.
- children had access to Communication Support Plans.
- SEND support plans continued to be in place for children on the SEND register and reviews were conducted.
- EHCP annual reviews and meetings were held via Microsoft Teams/Telephone calls with professionals and parents.
- outside agencies provided some interventions within school or online via Microsoft Teams, however the Educational Psychology Service ceased coming into schools from May Half Term 2021.

Pupils not attending school in lockdown had the following arrangements:

- daily live register sessions were held twice a day.
- workbooks were sent home
- teachers filmed daily lessons that were delivered to pupils online. Teachers also continued to teach in class.
- if a bubble had to isolate, online lessons were planned and Teaching Assistants ran small 'live' intervention sessions. These were well received by parents.

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 Improvement Plan. We are also building on the relationships formed during lockdown to further support our children with SEND needs.

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

<u>What</u>	<u>Who</u>	<u>When</u>
Informal Discussions	Teachers and SENDCo	When required
Parents' Evenings	Teachers	Autumn / Summer Term and a written report in the Spring term.
Home-School Book	Teachers	Daily
Class dojo	Teachers	When required
Assess, Plan, Do, Review meetings	Teacher and SENDCo	Termly
EHCP Reviews	Teacher and SENDCo	Annually
Team Around the Child meetings	Teacher, Pastoral worker, SENDCo	Half termly/Termly dependent on child
Pupil conferencing	SLT	Twice yearly
School Council	Class teacher, Class councillors, School Council, School council lead staff	Weekly
PSHE sessions	Class teacher, peers	Weekly

Our complaints procedure:

The Trust Complaints Policy is on our school website. Anyone wishing to make a complaint with regard to SEND support and provision should first contact the teacher or the SENDCo. If this does not lead to the issue being resolved then please contact Mrs Bunting (Head teacher).

This year we received 2 complaints with regard to SEND support and provision.

Other relevant information and documents:

The Designated Safeguarding Lead in our school is Miss R Nile.

The Designated Children in Care person in our school is Miss R Nile

The Local Authority's Offer can be found at: www.supportincornwall.org.uk/kb5/cornwall/directory/home.page

Our Accessibility Plan is available on the SEND pages of our website:

<https://www.mount-charlessch.org/web/send/222907>

Our SEN Policy and School Offer (our contribution to the Local Offer) can be accessed via the links on our website:

<https://www.mount-charlessch.org/web/send/222907>

Details about our curriculum, including how it is made accessible to children/young people with SEN, can be viewed from the link on our website.

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.

The Governing Body approved this SEN Information Report on: